

**SUPPLY, DEMAND AND CHARACTERISTICS OF LIBRARY
HUMAN RESOURCES IN THE GAZA STRIP, PALESTINE**

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**THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY**

**FACULTY OF COMPUTER SCIENCE AND INFORMATION TECHNOLOGY
UNIVERSITY OF MALAYA
KUALA LUMPUR**

2014

ABSTRACT

Human resource planning is important in library and information centers as a method of efficient distribution of scarce skilled labor. Libraries have given attention to human resource management of library professionals. The development of human resources needed for future planning requires a clear understanding of the levels of library personnel currently working and the need for the future strategies. This study aims to examine the current status of individuals working in the information centers in Palestine and establish staff profiles and assist in human resource staffing requirements. The study further aims to make short, medium and long-term recommendations for the development of library and information human resource centers. This study used a multiple-case design approach, involving mixed methods i.e. qualitative and quantitative approaches. The entire 380 library personnel in the library and information centers were involved in the questionnaire survey. In addition, interviews with 60 key officials were done in two phases. In the first phase, interviews were conducted and in the second phase interview after two and half years. The same officials were re-interviewed to validate and evaluate their projected information. Descriptive statistics and Chi-square test were used in the analysis and interpretation of the data. The interview and questionnaire findings indicate that the supply of libraries and information workers was deficient in number of professional staff, necessary skills such as IT and language skills. Three levels of projection, viz. high, middle, and low projections were made. A total of 90% among the concerned middle and top management said that information science programs needed to be increased. A notable finding was that that 32 respondents (53.3%) mentioned the absence of human resource development policies, plans and strategies while 25 (41.66%) indicated the current programs did not meet the needs of libraries. Respondents overall showed a significant

difference ($p < 0.005$), between the job title categories, in continuing education and there is a significant difference ($p < 0.001$) between the gender of professionals regarding the intentions to continuing education. However, there is no significant difference ($p = 0.840$) when the respondents were segregated according to their ages. To address these shortcomings, a number of changes were suggested by the respondents, including academic programs to be upgraded in parallel with improvements in the curriculum, and existing staff should be given intensive training in ICT and English. They also said that salaries and incentives, work conditions and environment should be improved, and that professionals and subject specialists from other fields should be recruited. This study is important for future information resources planning in Palestine and it will contribute to a better assessment and guidelines for the future. The study also provides an approach to human resources planning for developing countries with situations similar to Palestine, as well as helping international agencies in the development of library sectors.

ABSTRAK

Perancangan sumber manusia adalah penting dalam perpustakaan dan pusat maklumat sebagai kaedah penggunaan pekerja mahir yang cekap tetapi terhad. Perpustakaan perlu memberi perhatian kepada pengurusan sumber manusia profesional. Pembangunan sumber manusia yang diperlukan untuk masa hadapan memerlukan kefahaman yang jelas tentang tahap kakitangan perpustakaan yang kini bekerja dan keperluan strategik masa depan. Kajian ini bertujuan untuk mengkaji status semasa individu yang bekerja di pusat maklumat di Palestin dan mewujudkan profil kakitangan dan membantu dalam menentukan keperluan sumber manusia. Kajian ini seterusnya bertujuan untuk membuat unjuran jangka pendek, sederhana dan panjang untuk pembangunan sumber manusia perpustakaan dan pusat maklumat. Kajian ini menggunakan pendekatan reka bentuk kes-berganda yang melibatkan kaedah campuran, iaitu pendekatan kualitatif dan kuantitatif. Seluruh 380 kakitangan di perpustakaan dan pusat-pusat maklumat dilibatkan dalam kajian soal selidik. Di samping itu, temubual dengan 60 pegawai utama telah dilakukan dalam dua fasa. Dalam fasa pertama, temu bual telah dijalankan dan diulangi temuramah fasa kedua selepas dua setengah tahun. Pegawai-pegawai yang sama telah ditemuramah semula untuk mengesahkan dan menilai maklumat unjuran mereka. Statistik deskriptif dan ujian *chi-squared* telah digunakan dalam analisis dan interpretasi data. Dapatan temuduga dan soal selidik menunjukkan bahawa bekalan pustakawan dan pekerja maklumat adalah kekurangan beberapa kakitangan profesional, kemahiran yang diperlukan, seperti IT dan kemahiran bahasa. Tiga peringkat unjuran, iaitu unjuran yang tinggi, pertengahan, dan rendah telah dibuat. Sebanyak 90% dari kalangan pengurusan pertengahan dan tertinggi yang berkenaan berkata program sains maklumat perlu ditingkatkan. Satu penemuan yang ketara menunjukkan bahawa 32 responden (53.3%) menyatakan ketiadaan dasar pembangunan sumber manusia,

perancangan dan strategi manakala 25 responden (41.66%) menyatakan program semasa tidak memenuhi keperluan perpustakaan. Responden keseluruhan menunjukkan perbezaan yang signifikan ($p < 0.005$), di antara kategori jawatan, dalam pendidikan berterusan dan terdapat perbezaan yang signifikan ($p < 0.001$) di antara jantina profesional mengenai minat untuk pendidikan berterusan. Walaubagaimana, terdapat perbezaan yang signifikan ($p = 0.840$) apabila responden diasingkan mengikut usia mereka. Untuk mengatasi kelemahan ini, beberapa perubahan telah dicadangkan oleh responden, termasuk program akademik dipertingkatkan selari dengan peningkatan dalam kurikulum, dan kakitangan yang sedia ada perlu diberi latihan intensif dalam ICT dan Bahasa Inggeris. Mereka juga berkata bahawa gaji dan insentif, keadaan kerja dan persekitaran perlu diperbaiki, dan yang profesional dan pakar subjek dari bidang-bidang lain harus diambil bekerja. Kajian ini penting untuk merancang sumber manusia bagi masa akan datang di Palestin dan ia akan menyumbang kepada penilaian yang lebih baik dan garis panduan untuk masa depan. Kajian ini juga menyediakan satu pendekatan untuk merancang sumber manusia untuk negara-negara membangun dengan situasi yang sama ke Palestin, disamping membantu agensi antarabangsa dalam pembangunan sektor perpustakaan

ACKNOWLEDGEMENTS

This study has been made possible with the assistance, encouragement and support of many people, and I wish to acknowledge them.

I wish to express my sincere appreciation to my supervisor, Assoc. Prof. Dr. Diljit Singh for his valuable advice, and also for his patience, guidance, moral support, encouragement, and for being a thoughtful provider of suggestions. He taught me many things, and was also very understanding throughout my study.

My sincere gratitude and appreciation is also extended to every member of Department of Library and Information Science, University of Malaya for their support during my studies, their insightful suggestions, comments and concerns.

I am greatly indebted to the Malaysian Government for the scholarship at the initial stages of this study at the University of Malaya.

Sincere thanks also go to all participants in the survey and interviews. The top and middle level management in the Gaza Strip libraries of Palestine contributed generously their time, knowledge and expertise to this study. I appreciate their frankness in discussion and the welcome the extended to me.

I wish also to express many thanks to all friends and colleagues from Gaza who helped me collect some of the required information. My colleagues at the University of Malaya also were very helpful in their support and comments.

I also express special thanks and appreciation to the dearest members of my family: my father, mother, brothers, sisters, my wife and my children Malik, Mouath, Aya, Muhammad, Muhannad, Mutasim, Aseel, Mumin and Amal for their patience, support, continual encouragement, and companionship, and to whom this work is dedicated.

DEDICATION

This work is dedicated to those who wish to discover the needs of professional librarians. But who have suffered from not having the professional librarians to get their needs when they need it. I also dedicate it to those who may be aware that library and information centers contain a wealth of information, but they do not really know how to find what they need.

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CHAPTER 1

INTRODUCTION

1.1 Background

1.1.1 The Need for Human Resources in Libraries

Information plays an important role in the economic and social development process by supporting top officers in decision making (Sharaf AL Deen, 1986). For example, in the United States, the information sector is a creator that helps the employment and national income (Porat, 1977). The information sector is always increasing without being affected by different situations on the level of a country's industrializations. For instance, in Singapore the information workforce increased from 19.3% in 1970 to 28.2% in 1982 (Jeong, 1990).

Human resource planning and development is needed in libraries for even allocation of limited skilled labor (Mbabane, 1987). The need for professionals in libraries is not expected to be met by the supply of MLS librarians, and significant shortages are expected in the future (Canadian Library Association, 2008). Human resource development, therefore, methodically predicts an organization's future supply and demand of labor (Werther, et al., 1989) which is required to fulfill organizational goals. A library's potential future demand for additional or lesser workforce is the key concentration point of human resource development and planning. A human resource survey (HRS) comes before human resource planning implementation. It requires a provision of a precise number of workers accessible on jobs and the openings which are present.

Human resource planning, therefore, begins with the tabulation of organizational objectives which must be achieved and then estimating the number of employees required to carry them out. It is part and parcel of the overall organizational plan. Its

function is to ensure that the correct number and kind of employees who are capable of performing will be at the appropriate places at the right time in the future, so that the library organization can continue to achieve its objectives.

One should be mindful that an aging labor force will most certainly result in a direct labor shortage. The issue is complex and intricate when it comes to the ever-changing set of expertise that librarians need in the present era of high level of technology and automated information. They are highly expected to be interested in details and determined to achieve their strategic goals, be creative, hardworking and inspired. Above all, they should comprehend the ever changing needs of the communities they are serving and keep themselves updated. In most countries HR supply and demand are quite stable.

1.1.2 Situation in Palestine

The Gaza Strip which has an area of 140 sq mi (365 sq km) with an estimated population of 1,574,000 is located in southeastern Mediterranean Sea coast. It was ruled by the Ottoman Empire from the 16th century. After World War II in 1948, the city and the Strip became part of the British mandate of Palestine. Following the first Arab-Israeli war (1948-49), the territory was occupied by Egypt, and the city became the country's headquarters in Palestine. The occupied area was later reduced to an area of 25 miles (40 km) long which became known as the Gaza Strip and was under Egyptian administration. In 1967, it was overrun and occupied by Israel. The area's chief economic problem was the extreme poverty of the large number of the Palestinian Arab refugees living there. In 1987, rioting among Gaza's Palestinians marked the beginning of the first *intifadah*. Continued unrest led in 1993 to an agreement between Israel and the Palestine Liberation Organization granting limited self-rule to the Palestinian population of the Gaza Strip and West Bank. A breakdown in further

negotiations in 2000 led to another outbreak of violence. In an attempt to stem the fighting, Israel withdrew all its soldiers and settlers from the Gaza Strip in 2005 and control of the territory was transferred to the Palestinians (Huxley, 2011).

Developing countries like Palestine approximate future demand for labor on a manpower requirement approach which considers the need of labor over a time period, with respect to supply and then recognize alterations that are required in supply in order to synchronize equilibrium with demand (Atta & Gyeke, 1993). Technology, organization, workforce and environment are the key issues which control the demand for human resources.

In Palestine, the libraries and information infrastructure centers prior to the Israeli invasions in 1948, 1967 and 2000, can be divided into four types according to their function: public, academic, mosques, and schools libraries and information centers. The majority of these were controlled and financed in the past by Al- Caliphate such as the al-Aqsa Mosque Library. Nowadays, the Palestinian Authority or foreign donors sponsor most of them.

The number of Palestinian libraries before the Israeli invasion in 1948 was more than 50, in the whole of Palestine (al-Qashttan, 1987). Moreover, the number of special libraries and information centers before Israel's invasion of the second part of Palestine (Gaza Strip and West Bank) was 67 (Palestinian Ministry of Culture, 1996). However the number of libraries in West Bank and Gaza Strip prior to Israeli invasion was more than 295 libraries (Palestinian Ministry of Culture, 1996).

Academic Libraries:

Two governing bodies are responsible for higher education in Palestine. Firstly, the eleven universities which provide Bachelor's degree and other higher degrees, fourteen community colleges which offer 2 year diplomas generally in technical and commercial fields, and three universities colleges.

Palestine University Libraries are organized under the libraries administration, which comprises a centralized administration department and more than 20 decentralized faculty and special collections libraries. The total staff for these libraries was 201 (Palestinian Ministry of Higher Education, 2000).

School Libraries

There are three types of school libraries in Palestine. Private School Libraries, government School Libraries, and United Nation School Libraries (Fasheh, 1999). The private school libraries are the best libraries. The impression gathered from private appointments, and remarks made by Palestinians going to the private schools are that most of these schools have libraries with rationally good locations and are qualified in library skills.

Public Libraries:

The first public library in Palestine with a collection of 25,000 books and manuscripts was established in 1558 by a group of Palestinians with the leader named Abdallah Al-Mukhlis. Unfortunately Israel army destroyed it with the collections of the books (al-Qashtan, 1987).

In 1992, the total number of children's independent libraries in the West Bank and Gaza Strip was twenty-three sponsored by local municipalities and charitable societies (Badwan, 1992). Since 1994 children's independent libraries spread out within the West

Bank and Gaza Strip area. There were twenty-five children's independent libraries, and ninety-three public libraries containing children's departments (Palestinian Ministry of Culture, 1996; Alyan, 2000).

Mosque Libraries:

These types of libraries have played a very vital and historic role in Palestine, and indeed they are the most frequently used as well. These are deeply originated from Islam and the rich Arab civilization and culture. Schools were being founded in connection to the mosques, and there were libraries established in correlation to both. Most of these mosque libraries were modest and fairly filled with valuable books, but some had large and precious collections for example, Al-Aqsa Mosque in Jerusalem which established its collections as a library in 1922 (Palestinian encyclopedia, 1990).

1.1.3 Library and Information Science Programs

The first library education program in Palestine was established in 1982 at the an-Najah University by the an-Najah National Committee. It produced approximately 350 assistant librarians. Before this program was created the trained librarians in Palestine got their education from all over the world. They brought along various library customs and practices back which are very different and rich, and have an effect on the process of standardization. Libraries in Palestine are desperately in need of an institution that could develop a library and information science program adjusted to their needs.

At the moment, there are two universities offering new departments of library and information science in Gaza Strip namely Islamic University and Al-Aqsa. Islamic University program is two years in duration of studies, designed to prepare high school

graduates to be assistant librarians. Al-Aqsa University program covers four years in duration of studies, designed to prepare high school graduates to be librarian. Studies show that only a few organizations in Palestine have formal strategies recognizing candidates from non-traditional library programs. There are likely to be online and distance education programs because not many accredited library programs exist through these channels.

1.1.4 Problems with Human Resources in Palestinian Libraries

Human Resources Department for Palestinian libraries (HRD) has been the main concern and center of attention in the Palestinian libraries and information centers because of the exchange of authority on the system at the end of 1994. This study explores HRD between 1994 and 2001 (Birzeit University, 2004). The outcomes of this study are presented in two parts. Part I looks at the current situation and recent developments in Human Resources for Libraries (HRL) in Palestine. It scrutinizes the association between HRL insufficiencies and major continuing education alternatives and approach. It also studies the connection between HRL policy improvement and the strategy framework. Specific consideration is given to the relations between present circumstances in Libraries in Gaza Strip priorities and decision maker of information sector restructuring proposals. Part II focuses on the procedure of HRL anticipation job formulation and execution.

The period of Israeli occupation has created many obstacles and problems which complicate the Palestinian life in different sectors such as education, information, development, trading and industrial sectors. Some of those barriers which are faced by the Palestinian in relation to libraries are as follows:

a. Censorship: Israeli censorship had been strict ever since Israel occupied the West Bank and Gaza Strip in 1967. It is crystal-clear that Israel governed this area with military might and not by civil law subjugating democratic activity in these areas.

b. Checkpoints: In the worst and poverty-stricken areas in the whole of the Palestinian National Authority Areas such as Rafah, Khan Younis (in Gaza Strip) and Ram-Allah, Jenin and Tulkarem (in West Bank), checkpoints were created where arrests, random and planned killing commonly took place. As a result, people preferred staying in their places rather than walking to a nearby library. Because of the highly militarized check points many of the library employees have to bear the period of unparalleled hardships to cross the checkpoints which can sometimes cost them their own lives. As a result, materials ordered by the libraries arrived late, especially if they were delivered from abroad.

Planning for the present and future of the workforce and its improvement along with progress are still lacking in Palestine. The goals of development are maximizing the utilization of human beings for development of skills, knowledge, and capacities of the labor force. If these goals are pursued, a more equitable distribution of income is thought to be the likely consequence (Harbison, 1973). The development of human resources can impact a developing country. Therefore, a human resource survey is necessary since we do not have sufficient information about the Palestinian libraries regarding the status of manpower supply and demand, accessibility of the workforce, retention of employees and maintaining an automated database of present employees.

As economic growth increased, the labor demand far exceeded the indigenous supply. The shortage of library and information professionals was identified by the Palestinian Ministry of Culture study in 1996. The study showed that none of the respondents had a PhD in library and information science, 7% had a Masters and 13%

had Bachelor or Diploma in LIS. All consultation reports agree that the problems of information services in Palestine stem mainly from a lack of properly trained professional and paraprofessional staff. Thousands of information employers who were in Palestine before the Israeli occupation of 1948, 1967, and 2000 stopped work and did not return for several reasons.

The Palestinian Ministry of Culture (1996) conducted a study of the manpower and current situation of Palestinian libraries in the West Bank and Gaza Strip using survey methodology. The study goals were: (a) to discover the current situation of Palestinian libraries, (b) to ascertain the current level of Palestinian library staff qualifications & practices, and to know the problems and obstacles that Palestinian libraries face, find solutions and make recommendations to develop Palestinian libraries. The most significant finding of the study was that only 5 % of the libraries had an excess of 8,000 books in Arabic and 72 % had below 1000 books.

The Palestinian Ministry of Culture, (1998) conducted another study entitled “The current situation of children’s libraries in Palestine: an empirical study”. This study aimed to know the current situation of children’s library in Palestine whether public library or individually owned that serve adults aged 18 years and above. The findings of the study were: (a) insufficient and poor coverage of the number of children libraries in Palestine (b) in all dimensions, the current situation of children’s libraries was not adequate compared with international standards and (c) finance was the most serious problem that is faced by all children’s libraries in Palestine.

1.2 Statement of the Problem

Almost all of Gaza Strip's records in particular and in Palestine in general were ravaged and devastated in the Israeli invasions between different periods in 1948, 1967, and 2000. These have resulted in mass destruction of the basic infrastructure and amenities in most parts of the country and this includes library and information services (Al-Qashttan, 1987; Palestinian Ministry of Higher Education, 2004; Elturk, 2003). As a result, there was no professional center or association in Palestine which could furnish human resources data that could be used in strategic planning to fulfill manpower needs in the library and information sector. A void has occurred in relation to strategic planning when library services did start in between wars and hence a mismatch occurred between supply and demand of library professionals (Al-Qashttan, 1987; Palestinian Ministry of Higher Education, 2004; Elturk, 2003).

The onslaught of intermittent war had driven fear in the hearts of man and as a result most of the educated and qualified personnel and professionals have left the region (Abu Sitta, 2004). In spite of the political and economic chaos, the number of library and information centers had increased rapidly. There are now more than 24 library and information centers in Jerusalem and more than 20 library and information centers in the Gaza Strip (Palestinian Ministry of Culture, 1996). What is grossly amiss is the lack of qualified human resource personnel to man these centers. How is the Government going to staff the library resource centers? What is the procedure for the selection of library professionals? Would professional with knowledge in library information systems be selected? A myriad of questions need to be addressed to provide answers to the problems stated earlier. There is now therefore urgent need to collect vital data that could be used in staffing professional librarians in library and

information centers that urgently need them and therefore a piece of research in this direction is therefore necessary.

Though Gaza Strip had undergone a period of devastation, efforts to restore the library services had been rapid and tens of library and information centers had sprung up to provide library services. But the crucial question is how one does manpower planning over the next five years i.e. from June 2004 to June 2009. In order to do this, there is a need to look at the workforce report and workforce profile in the Gaza Strip in terms of demographics, numbers and job roles.

The workforce report is necessary to provide data in order to better understand and effectively manage the workforce of Gaza Strip. The workforce profile is a quarterly or yearly profile to provide up-to-date workforce data called as “key metrics” for the Gaza or Palestine library workforce. The purpose of both the annual Workforce Report and the quarterly Workforce Profile is to provide data to better understand and therefore more effectively manage the workforce. A fundamental reason for undertaking this research is to establish a workforce report and a workforce profile of library human resources in Gaza Strip. Only then can any form of strategic manpower planning can be done.

Specific manpower surveys relating to five-year workforce trends in areas such as type of employment, turnover, age, length of service, retirement eligibility, compensation and leave have to be done. Such a survey is necessary as detailed knowledge and database records of the present manpower levels in Palestine do not exist. In addition, gathering and compiling a current workforce profile in terms of demographics, numbers, job roles, job categories and hierarchical levels in jobs would provide valuable data sets that could be used to analyze and show relationships or correlations between the data sets. The workforce profile could reflect the current skills

and competencies of the library workforce and further highlight the strengths and development needs of the information sector. Hence, this research study is both necessary and significant.

1.3 Objective of the Study

The objectives of this study are as follows:

1. To examine the human resources environment in the Gaza Strip in terms of current skills and competencies of the library organization workforce.
2. To establish a workforce profile of library organizations in the Gaza Strip in terms of demographics, numbers and job roles.
3. To project future workforce required by library organizations in the Gaza Strip in five years' time by aligning the workforce supply and demand.

1.4 Research Questions

The following research questions will guide the study:

1. What are the demographic characteristics of current information workers in Gaza Strip in terms of size, gender, age, education level, experience level, skills level, language, and interest toward continuing education and training?

To answer the above question, the researcher has to answer the following sub question:

- Is there a relationship between the independent variables (age, gender, education level, experience level, skills level, and language and the dependent variable (continuing education)?
2. How sufficient are the current library and information human resources for the present and future based on the perceptions of the top management? Is there a shortage? If so, what is the nature of this shortage?

3. What will be the Gaza Strip's requirements for libraries and information human resources over the next five years (June 2004 - June 2009)?
4. What plans and strategies exist now and what will be needed for future information human resource improvement?
5. What are the levels of accuracy and achievement by the middle and top level managers of the five year projection?
6. What is the status of the library and information human resources after 2009?

1.5 Research Assumptions

The research study is based on the following assumptions:

1. The importance and needs of information human resources planning to develop information system services in Gaza Strip.
2. A positive approach to human resources planning is being initiated by most decision makers in Gaza Strip.
3. There will be no major economic recession or other event that will seriously affect the future growth pattern in Gaza Strip.
4. All sectors of the Palestinian economy, including the information sectors will be in the process of setting targets for action to be restructured.

1.6 Scope of the Study

The coverage of this study is confined to examine the current status and to establish profiles of individuals working in the information sector, to indicate the manpower requirements necessary to staff current and future information facilities based on the feedback from middle level and top-level managers, and to make, on the

basis of the findings, short, medium, and long-term recommendations for the development of library and information human resources in Palestine. Selection to take part in the survey research study included library and information center workers from Gaza Strip but however they had to fulfill the following conditions:

1. Their work must closely relate to library and information services in their institutions.
2. They must be involved in human resource development in their institutions.
3. They have administrative link to the library and information services.

The rationale for selection of Gaza Strip libraries and information centers arose from the notion that:

- A considerable number of library and information centers in Gaza Strip have the same conditions and environment.
- All library and information centers in Palestine in general face the same challenges in relation to occupation, finance, staff training, limited number of specialized staff and less use of the information technology. The libraries in the Gaza Strip have been categorized into academic, public, school, mosque and special libraries.

In addition to the above, 60 of the middle and top management officials, such as directors of libraries and information centers, directors of computer centers, and officials selected from the government agencies were included.

1.7 Limitations of the Study

The Israeli occupation divided the West Bank to many cantons and strictly did not allow people to move from city to other city. The researcher limited his study to Gaza Strip Libraries and Information centers which has the same conditions as the West Bank. So the small number of middle and top level managers interviewed represents

one of the difficulties that the researchers face in data collection. Therefore, it is considered as one of the limitations of the study.

1.8 Significance of the Study

This study is significant for future human resources planning in Palestine and other developing countries. It will identify the problems and characteristics of present human resources in Gaza Strip in relation to education, level of skills and geographical distribution. It would further assess future demand and assign guidelines or recommendations to meet those demands. The findings will help officials to develop alternatives to deal with problem areas and project workable human resource development strategies. Since no studies have been conducted in this area in Gaza Strip, it research study will produce baseline data about information on human resources in Gaza Strip which will be a cornerstone for future studies in this area. This study will also provide an approach to manpower planning for developing countries and enrich the body of knowledge in relation to human resource planning and strategies. The findings of this study would provide input to government planners, educators and other decision makers in either the private or official sectors. The output of the existing situation on human resources should help to raise awareness of the problem and create good support from principal authorities dealing with human resources.

1.9 Conceptual and Operational Definitions

- a. Supply: the number of human resources who have sufficient training or experience with different academic background or level of education that enable them to work in the information sector. Total supply can be divided into two parts namely active supply (i.e. those who are actually working) and latent supply (i.e. those who do not have a job or actively attempting to obtain one)

this number were estimated by Ministries, deputy Ministries, deans of collage, or head of the departments that can meet the library organization environment needs.

- b. Demand: the required number of library human resources needed who have different academic background or level of degree in the information sector. The demand can be increase based on the growth in the size of existing units, or departments or it can be decreased also through reductions in the size of existing units, services, or reduction of expenses. That can be during a particular time, year or period. Where the demand numbers estimated by library directors, librarians, and head of unites, managers of libraries to achieve Gaza Strip library organization environment objectives and goals set by middle and top level management.
- c. Shortage: the difference between the supplied number and the required number of human resources from different academic background (Professionals Para-professionals) or level of education (diploma, bachelor, degree, master, or PhD.) during a particular time, year or period.
- d. Information Worker: the one who is working in any library organization holding a position or class with different information science and technology usage characteristics: (1) knowledge worker such as middle/senior managers, consultants, marketing executives (2) workers such as information center assistant, call center operator, people in supervisor roles in library units, departments, section managers and (3) data entry workers such as workers in some kind of administrative, secretarial or receptionist role.

- a. Human resources development: Organized activities within a limited time period to increase the probability of developing job performance and growth of individuals and the overall size and quality of the workforce.
- b. Professional Staff: Staff who have qualifications in library and information science or other closely related majors. These qualifications will normally have been obtained as a result of education at the graduate or undergraduate level. (Moore, 1982). These definitions are generally used in Palestine.
- c. Paraprofessional Staff: Is someone who gives support to a professional person, such as a lawyer, physician, or in this case an academic librarian. However “Para” is a Greek word meaning beside, rather than subordinate. In the new information environment, a growing number of staff contributes specialized skills and talents to the workplace and instead of being in a subordinate or even in support role to librarians have become partners with librarians in the information process. In many ways their skills complement those of librarians (Kalin, 2004). On other hand (Moore, 1982).Definite Paraprofessionals are Library and information technicians and technical staff who apply information related skills to one or more information functions for the purpose of supporting and assisting the professional staff. They usually hold a Diploma after high school.
- d. Clerical Staff: Staffs who perform work of a general office nature such as filing, typing and operating business machines, whose jobs entail routine information related tasks (Moore, 1982).

1.10 Organization of Thesis

This thesis is divided into five main chapters. Chapter 1 gives a brief introduction and on the background knowledge of the research and the need for human resources planning in libraries. In the part that follows, it deals with the problem statement, objectives of this research study, research questions, significance of the research and research limitation.

Chapter 2: The literature review discussed manpower requirements described the mismatch between supply and demand for professional library personnel. Many reasons and past research study were examined. It discussed at length and examined King's research model and Moore's models in relation to human resource needs of libraries in the Palestinian community. It found that Moore's model is more appropriate.

Chapter 3: In this chapter, the researcher elaborates on the research methodology used in completing the dissertation. The quantitative and the qualitative methods were used in planning human resource requirements.

Chapter 4: This chapter presents the data analysis and findings of this research. The findings were obtained from analysis of the survey questionnaire as well as the interviews with middle and top level management.

Chapter 5: In this chapter, the researcher states the summary of the findings in relation to the objectives and the research questions gives recommendations for further research study.

1.11 Summary

This chapter examined the background knowledge and the problems created by Israeli invasion of the Gaza Strip. As a result, the researcher explained manpower and strategic planning in the information and resource centers took a backseat as vital statistics needed were lacking. The research problem clearly explained the need to undertake this research study. The objectives and research questions were next stated. The last part of the chapter gives an overview of the remaining chapters highlighting on the literature review, research methodology, questionnaire survey and analysis, summary of findings and future work.

CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction

The knowledge explosion and the rapid development of library and information centres have resulted in the critical need for libraries staff to possess new 21st century knowledge and skills (Clarke, 2008). Library staff at these resource centres need to be trained professionally and equipped with information system knowledge so that they would become prime movers and accelerate the development of the country at large. The purpose of this chapter is to provide a comprehensive review and synthesis of literature and research related to the supply and demand in library and information centres and look at human resource integration. It would further examine the current status and attempt to establish profiles of individuals working in the information sector in the Gaza Strip, determine the manpower requirements necessary to staff current and future information facilities in Gaza Strip. Based on critical review of past research studies, it would make short, medium and long-term recommendations for the improvement of library and information human resources in the Gaza Strip. The literature review consists of five sections namely the methodology used for review, manpower requirements for present and future, characteristics of professional workers, human resources planning and development and finally brief steps of the research process.

2.1.1 Methodology for the Review

The literature review has been undertaken to gain an understanding of human resource issues in library and information science field in Gaza Strip in Palestine. The

intent of this chapter has been to gather materials which give us a sense of variety in practices in various jurisdictions and discover what they tell us about what factors are important and what are not. The approach to this review has been to find rich sources of data – sources which have both depth and breadth. This study looks for a comprehensive research so that the evidence cited would stand the test of applicability across a variety of Library and Information Centers. It is pertinent to point out here that the purpose of the study is to assess the current supply and future demands of personnel in the library and information field in Gaza Strip, Palestine. Therefore literature relevant to this objective will be reviewed. In this context several databases were used to search for the relevant literature. The databases used include online databases such as Pro-Quest Dissertations & Theses: full text, Pro-Quest Social Science Journal, Science Direct, Library and Information Science Abstracts (LISA), Emerald: full text and library collection. The keywords used to search for the relevant items were supply and demand in library and information science and other fields, library human resources, Palestinian libraries, library and information science workers, library manpower and human resources management. As this keyword search embodies the essence of the scope of the research objectives, the items selected were deemed to be appropriate.

2.2 Manpower Studies

Human resource issues related to library and information science have frequently been on the international agenda since the early 1960s. Some of the American organizations began preparing studies and collecting data on this subject such as the National Academy of Sciences and the National Science Foundation. These efforts supplemented data that have long been collected by the Bureau of Labor Statistics. Much concern about the quality of new entrants to the LIS profession was expressed in the 1980s.

One feature of current skill shortages is the widespread lack of important generic skills and social skills such as quality assurance skills, problem-solving skills, learning efficiency, flexibility and communication skills (Commission of the European Communities, 1991).

To make their way in a changing and increasingly complex world, and cope in unpredictable professional situations, students need the ability to take on new experiences with an open mind. The changing demands of the world of work mean that graduates must be skilled in more than just the academic discipline they study. Subject knowledge alone is no longer sufficient but work experience is essential (Barnett, 1992).

Manpower problems have been a major concern of the library profession since the early 1960s. The existence of a library manpower shortage drew national attention when in 1967 the American Library Association announced that the scarcity of professional librarians had reached crisis proportions (U.S. Department of Labor, Bureau of Labor Statistics, 1975, P. ix).

2.2.1 Manpower Requirements for Present and Future

The most important study in the economic field and related fields was the study done by Gammed (1979) who investigated the manpower requirement in Libya. The aim of the study was to project the top-level manpower necessities for economic requirements for development in that particular country. Gammed introduced a simple disaggregated model to make Libya's top-level manpower necessities based on the particular country's economic objectives and evaluated the manpower required by the educational level, economic sector, and fields of specialization for the period between 1978 and 1985. Finally, he estimated the supply of top-level manpower from the

existing (1977) enrollment in educational institutions. This study highlighted only the top-level management requirements without taking into consideration the market needs related to educational institutions such as improvement of the academic programs.

Another pertinent study done by Al-Dosary (1991) examined the possibility of reducing the number of overseas workers in Saudi Arabia. This study aimed to evaluate the Saudization of the labor force and find the circumstances under which it would be possible to reduce the number of overseas staff without disturbing the development process in the country.

In order to approximate the supply and demand of the Saudi work force, the author used a socioeconomic labor force model developed by the Battelle Memorial Institute research team in 1966. The model has both supply and demand sides and requires a matrix distribution of the labor force and demographic data. The supply analysis requires educational achievement, and labor force participation rate, the total population breakdown, and labor force participation rate by age group. The demand side requires an industry-by-occupation sharing of the work force, the total employed by industry sector, and educational achievement by occupation distribution.

Four projections were generated under different economic scenarios for the years 1990, 1995, and 2000. According to the most probable state, the supply estimate suggested the availability of 1,408,472 Saudi employees in 1990. The demand estimate for 1990 showed a need for 3,219,534 employees. The difference was the need for foreign staff.

Al-Dosary concluded his study saying Saudi Arabia must carry on relying heavily on foreign employees. Therefore, short-term and long-term solutions were recommended. However, the study did not take into consideration the program improvements to meet the market needs.

Picot, Heisz and Nakamura (2001) in their studies on worker mobility and the youth labor market during the 1990s examined the dominant and emerging trends in labor market during the 1990s in a way to identify the influence the pressure of the robust economic growth of 1980- 1990 has left. Their study emphasized the dramatic rise in self-employment, trends in job stability, and low youth employment rate during the 1990s. Concerning self-employment, it is suggested that the rise was not caused by slack labor demand forcing workers to create their own jobs. Job stability, however, raised much in the 1990s as a result of a low quit rate associated with low hiring. Following are the results found by the researchers:

1. Quit rates in particular have remained relatively low (given the position in the business cycle), and job tenure has remained high.
2. There is little evidence that among paid workers job stability has deteriorated in the 1990s.
3. Lagging youth employment rates were due in large part to an increased propensity for young people to remain in school.
4. Students have a lower employment rate, and a compositional shift towards more young students lowers the overall employment rate for youth.

This study was not complete as it only concentrating about the youth employment rates and did not deal with adult employment, replacement of retiring staff and mobility of officers.

In 1970, Frarey conducted a study entitled “Placements & salaries: the 1969 plateau”. In this study, he reviewed the annual placement and salaries survey in USA Libraries. The researcher developed a framework for the review of the existing

replacing programs. The framework for the review developed by Frarey addresses the following most important factors:

1. The 1969 annual placement survey found that new graduates were having more difficulty finding jobs.
2. A marked reduction in the number of openings available to beginning librarians and strong evidence of disparity between supply and demand for the last two decades beginning to narrow significantly was observed (Frarey, 1970).

This study was only concerning about the education program, placements, and salaries and he did not involve other issues.

Robertson (2002) conducted a study on education, entitled “Educators supply, demand, attrition, and out-of-field teaching in Utah”. This research used the questionnaire and interview method. The objectives of this study were as follows:(a) to analyze year 2000 staffing pattern of Utah schools and estimated the potential effects of future retirement on current teacher pools (b) to use enrollment projections and base-year pupil-teacher ratios to predict teacher need for each geographic area and content area (c) to assess the supply of educators from Utah colleges of education and identify reasons why newly prepared teachers do not teach in Utah (d) to assess rates of early attrition among new teachers and identify reasons why new teachers leave (e) assess the extent of unqualified teaching in Utah schools (f) to compare results from this study with results from nationally representative research and (g) to make recommendations for future data collection. The results of the study indicated that between 2001 and 2005 teacher needs from enrolment growth will be greatest in elementary teaching and special education assignments. It further indicated that approximately 50% of new teachers educated in Utah between 1995 and 1998 did not teach in Utah within three

years of qualification, and that most of these graduates either did not seek a teaching position or sought one but did not obtain a teaching position in Utah. It clarified that 40% of new Utah teachers leave their positions during the first five years of employment, but that few leave because of dissatisfaction with teaching and most former teachers and non-teaching graduates would consider teaching in Utah in the future. Nearly 5% of teachers statewide have not been formally qualified for their assignments.

This study reflects only some of the problems which exist in Gaza Strip libraries.

Thornton (2000) in her study “job satisfaction” analyzed 136 survey responses from librarians of African descent in ARL libraries to learn about their job satisfaction and other issues such as recruitment and retention. Her work was different from that of previous literature. Her study was dynamic and addressed the changing ideas and the feelings an employee may have about his pay, work, promotion opportunities, co-workers, and supervisor. She added that the feelings and emotional aspects of an individual’s experiences toward their jobs are different from intellectual or rational aspects. Her findings showed that 50% of respondents were at least “satisfied” with the job duties, working conditions, variety of occupational tasks, work assignment and work load, interaction with peers, and interaction with patrons. The highest percent of “very dissatisfied” responses came to questions about the proportion of faculty of African descent at the university and the proportion of faculty of African descent at the library, followed by salary. This research study by Thornton (2000) emphasized that job satisfaction plays a role in productivity but the author did not cover many other aspects such as work experience, IT skills and market needs.

In a salary data analysis ran by the Public Library Association to the annual fiscal year report of the National Center for Education Statistics on Public Libraries in

the United States. Landry (2000), showed that staff allocations as a percentage of total public library budgets went down between 1994 and 1996 and that the trend may have continued through 1998. However, the author limited his researcher on the job satisfaction and other issues such as recruitment and retention.

Haws (2002) conducted a study in Australia, entitled “Australia's dental hygiene faculty perceptions regarding the supply and demand of dental hygienists in Australia”. The purpose was (1) to investigate possible reasons why Australia does not have a greater number of dental hygienists providing preventive treatment to the general population, (2) to determine contributing factors to the supply and demand of dental hygienists according to the dental hygiene faculty in Australia, and (3) to ascertain what could be implemented to lessen the unbalanced ratio of dental hygienists to the population.

The author used qualitative methods including interviews, in order to obtain the information needed to facilitate this research. The findings of this research were that the limited number of dental hygienists in Australia was due to the recent institution of dental hygiene programs resulting in fewer dental hygiene graduates and the late acceptance of the dental hygiene profession among society. The majority of respondents indicated in response to research question two that by increasing the awareness of the role and importance of the dental hygienist among society and through the implementation of flexible deliveries of dental hygiene training, the supply and demand of dental hygienists could be positively affected. In other words, Haws (2002) emphasized the supply and demand of market needs and hence showed its importance.

Darling (1972) conducted a study entitled “Manpower for medical libraries”. The author has expressed his opinion by reviewing the articles of other authors to find

out the most important points of manpower in medical libraries. The intimation is that for a variety of reasons librarians have accepted technological changes on a hypothetical basis, but not in relation to their own workplaces. The researcher observed the followings:

- a. Ten large universities research libraries convinced me that computers are not for library use.
- b. The Medical Library Assistance Act of 1965 included training provisions directed at shortages and uneven distribution of personnel in health sciences libraries.
- c. The Health Manpower Act of 1968 was based on a projected need of at least another million health professionals by 1975, producing further need for health information personnel, as did the twenty-four new medical schools and six dental schools in development in the US and Canada. However, This study limited only on medical libraries only

A similar study to this research was conducted by Al-Ansari (1992). It was entitled, “A study of supply and demand of library and information workers in Kuwait”. The purpose of the study was (a) to investigate the current status of library and information workers in Kuwait after the Iraqi invasion, (b) to project future manpower requirements for the next five years (1997), and (c) to make recommendations for the future. The sample of Al-Ansari consisted of all full-time staff working in library and information centers in Kuwait, while a total of 39 ministries, institutions, and businesses were surveyed, and 52 middle and top management officials (e.g. assistants to ministers, directors of libraries and information centers, and directors of computer centers) were interviewed. At least one official was selected from each category. The results of the study pointed out that the present supply of library and information workers in Kuwait was deficient in number and necessary skills. The majority of library and information

center staff is paraprofessionals. Based on this study Al-Ansari recommended the followings (1) the level of library and information science education should improve. (2) Current staff should be given intensive training. (3) Salaries and incentives should be improved. (4) Work conditions and environment should be improved. (5) Professionals and subject specialists from other fields should be recruited. (6) a national committee should be established for information manpower planning.

This study reflects some issues and problems which are occurring in Gaza Strip.

One of the most important studies carried out by Goulding & Bromham (1999) was entitled “Supply and demand workforce needs of library and information sciences and personal qualities of new professionals”. He reported in the British Library Research and Innovation Center, a survey of 888 UK chief librarians revealed quality deficiencies in new graduate entrants that impede library efficiency. The study was divided into perceptions of librarians regarding desired qualities in new recruits and psychometric personality assessment of current entrants. This was a form of action research that resulted in better matching of employers and employees.

The research, which aimed to identify and analyze required personal qualities of librarian staff, also revealed dynamic developments in the changing role of information professionals. The results of the findings were represented by a comprehensive list of 50 desirable personal qualities for library staff and organized under five categories: user-centered approach, team work, cognitive orientation, positive attitude and working style. It was concluded that the ability to accept pressure, deal with diverse users and respond well to change were essential temperaments for people working in information systems. A significant convergence of qualities desired and qualities perceived to be lacking, sustained concerns that high demand characteristics were in short supply.

Goulding study was concerned on two main issues on quality were it missed the supply, demand, and shortage.

A study done by Rogers (1970) indicated the state of manpower in Ohio using a survey methodology. The researcher's purposes were (a) to plan the number of future graduates from existing library programs and projected new ones and (b) to plan the manpower necessities of Ohio libraries. The study indicated that there would be a lack, of manpower needed to staff Ohio libraries in 1985 which would be 6,943 individuals.

In the 1970s, the circumstances began to change as increasing numbers of new library graduates combined with slippage in the economy led to a decreasing demand for library personnel. Another survey was conducted in Pennsylvania, concentrating on the then-present supply of professionals. The general conclusion of this study was that "the supply of professionally trained librarians is presently exceeding demand" Doerschuk, (1972). However, the study did stress that there was a scarcity of trained librarians to serve minority groups. To investigate the decreasing demand for librarians, the U.S. Department of Labor's Bureau of Labor Statistics presented a study in 1975 of the supply and demand for these professionals. Its aim was to fill the gaps in data on the employment of librarians and to present a comprehensive view of library human resources through 1985. There are three approaches the researcher used to collect data.

Firstly: information was extracted from existing statistics from the Bureau of Labor Statistics, the National Center for Education Statistics, the Bureau of the Census, and a search of relevant literature.

Secondly: involved interviews with 100 library employees.

Thirdly: included projection techniques. The demand projections were based on Bureau of the Labor Statistics' projections of the economy as a whole. Replacement needs were

evaluated by implementing standard working life tables to survey data on the gender and age of librarians currently employed. Supply projections were based on the

National Center for Education Statistics' projections of those who will get degrees and of the quantity of graduates entering the labor market.

The Bureau of Labor Statistics study projected that the total employment of librarians would rise to 162,000 in 1985 from 115,000 in 1970. Employment of school librarians was projected to grow to nearly 80,000 public librarians to 33,000, academic librarians to 27,000 and special librarians to 22,000 in 1985 (U.S. Department of Labor, 1975, P. xi).

The result of the Bureau of Labor Statistics' study significantly overvalued the supply and demand of librarians. "The Bureau of Labor Statistics basic projection was for a 23% increase in the number of librarians employed between 1970 and 1980. (The current estimate is that the actual increase was 50 %.) The Bureau of Labor Statistics also expected that 103,000 bachelor's and master's degrees in library science would be awarded between 1970/1971 and 1979/1980. The National Center for Education Statistics survey of earned degrees confirmed the figure to be around 82,000" (Roderer, 1983. p. 18).

One of the most important studies in the field of information manpower done in the United States was sponsored by the National Science Foundation at the University of Pittsburgh. The study aimed to recognize, categorize, and estimate the number of information professionals employed in the United States. The result indicated in June 1980 estimated that over 1.64 million information professionals are at present working in the United States. Librarians are involved in this outline. Out of nine work field categories used in the design of the investigation, the computer work field is the

major work environment, with 45% reported as employed. The library work field accounts for 10% of the information professionals identified (Debons, 1981). The researcher did not include the new characteristics of library workers which should be involved therefore the result showed just 10% of the information professionals identified.

Roderer (1983) did the most related study on King Research entitled "Library human resources: A Study of Supply and Demand, in 1982". The study aimed to evaluate human resources in the field of librarianship and to estimate the number of librarians needed by 1990. The study accumulated data on the library labor market and surveyed libraries and library schools. For developments on the supply and demand of librarians, a set of variables was limited to each type of library. For instance, in college and university libraries the main variables were the number of teachers, expenses on higher education, and total enrollment. Regression models which fit in relevant variables for each library type were developed, fit to historical data, and used to estimate future demand. To plan the new supply of librarians, the multiple regression models were used in which supply was related to salaries and salaries to market conditions.

The study plans show that on the demand side, the number of locations in libraries was predicted to increase modestly into the early 1980s and then level off through 1990. Employment in school libraries was predicted to decrease from 63,000 librarians in 1980 to 60,000 in 1990. Following an era of minor increases, decreases were also probable in the number of academic librarians employed in both 1980 and 1990. The total librarian employment was expected to be 131,000 in 1980 and planned to be 138,000 in both 1985 and 1990 (Roderer, 1983, p.3).

Moore (1982) did a study which was the most significant study in Third World countries, which was sponsored by the United Nations Educational Scientific and Cultural Organization (UNESCO). The study was entitled the manpower needs in the Caribbean. The main aims of the study were: to produce short-term forecasts for the need for manpower, and to test the feasibility of establishing a continuing manpower forecasting system for library, information, and archive work in the Caribbean.

Moore used a forecasting model and two questionnaires for this study. The first of these instruments was intended to gather basic information on the existing library manpower and future growth and the second was used to gather information on the training organization.

The researcher found a significant shortage of library staff in the Caribbean region. There were 32% vacant posts in 1981. The annual turnover rate was 13.2%. The projection for future growth (1982-1986) was 73% for professionals, 55% for paraprofessionals, and 23% for clerical posts (Moore, 1982).

Robb & Greene (1985) used the same methodology as above; they summarized a survey in the Caribbean region. The most significant findings in this study were that there were a relatively high proportion of vacant posts throughout the region: 15% of the posts remain unfilled. The turnover rate was 10%, and future growth was projected at 11% per year.

The results of Moore (1982) and Greene & Robb (1985) are similar. The only main difference between the two studies is that in 1981 the total level of vacancies was 32% compared with 15% in 1985. According to Rob & Greene (1988), the decline between the two periods can be somewhat explained by the actual implementation of new information programs in the intervening period.

They characterize the relatively high levels of vacancies was partly due to unappealing salaries and partly to a general lack of status, real or recognized, attached to the profession.

Freeman and Aspray, (1999) conducted a study entitled the supply of information technology workers in the United States. The study aims to get a better understanding of the supply of and demand for information technology workers, in the United States and related issues, by identifying and evaluating all the major sources of statistical information relevant to this subject. The author found that while the federal data are the most important and reliable, they have shortcomings related to untimely reporting, occupational descriptions that are out of date and based on ambiguous job titles, and incompatibilities between supply and demand data collected by different agencies. But it is questionable whether results from data studies of information technology workers can be generalized to the national information labor force. Many of the national studies of IT workers by private organizations have methodological weaknesses. However this study concerned about the IT field only were the situation, level of education, computer skills, and other relevant items not discussed.

A survey was conducted by Kronick, Rees & Rothenberg (1972) entitled “An Investigation of the Educational Needs of Health Sciences Library Manpower”. It began by identifying all health related programs and institutions which might offer a provision for information services. The reasons behind the conduct of this study were:

- Directory information about health sciences libraries was incomplete
- It was necessary to define health sciences library manpower and determine its sufficiency and insufficiency in terms of the clientele served.

Around 14,000 institutions were identified, of which approximately half were hospital based. Since the American Hospital Association was in process of surveying all hospital libraries, the data which resulted from their survey formed the basis of our examination of libraries and their manpower. The study concentrated on the 6,841 non-hospital health related institutions and programs. The data accumulated in the manpower study do permit us, however, to make some general observations which may provide a basis for a more informed discussion of some of the issues:

1. The identified shortage cannot be considered significant quantitatively. Budgeted, unoccupied positions are limited in number and are acquiescent to short-term solutions such as higher salaries and expansion of educational facilities. The serious concern is the unexpressed need for manpower on the part of health-related institutions and programs that lack libraries or which have libraries that are ineffectually staffed. In the case of educational programs, these needs of libraries are grave and doubtless impair the efficacy of the educational effort. That this need is not articulated in economic terms may be due either to the lack of experienced personnel, to an incapability to pay the market price, or to a amalgamation of both factors.

2. A qualitative crisis is more of a reality today. The data indicate that most librarians in health related libraries (75%) have had little or no training in sciences related to health. Moreover, only 36% of the professionals and 5% of the nonprofessionals have had medical library training, even in the form of one introductory course. In view of the increasing complexity of library practice brought about by regional and national networks, computerization, activities, and maneuvers, new problems have presented themselves. Analysis of library operations on a basis of cost-effectiveness is becoming more necessary. The essential goal of educational programs should be to develop analytical abilities and to upgrade the level of library practice to meet new challenges.

In addition, if we are to be able to delegate increasing responsibility to information specialists to provide sophisticated information retrieval services, we must both attract more subject-oriented people to the profession and provide more prospects in continuing education to make up for whatever insufficiencies may exist in this area.

3. One of the principal problems in the job market today appears to be underprivileged distribution of library personnel. Ability to find professionally challenging positions in the future may depend to a higher degree on eagerness to investigate areas of the country with which job aspirants may not be familiar.

4. The medical librarian can no longer operate alone but must function as a member of a communications team. The increasing authority of technology on library practice makes it necessary for medical librarians to examine their roles in relation to such Para library areas of expertise as systems analysis and audiovisual education. We no longer live in a predominantly print oriented society. Yet many librarians seem to be reluctant to exploit these new media to achieve their service objectives. At a recent meeting, for instance, of the Association for Educational Communications and Technology (the old Department of Audiovisual Instruction of the National Education Association) only 5 percent of those attending were identified as librarians (25). Librarians must accept more responsibility in these areas and work closely with multimedia specialists.

5. The more effective utilization of existing manpower is an area which needs more exploration. The study capitulated some significant evidence in this connection, but this is a matter we need to explore further collectively and in each of our libraries. The role of the library technician needs to be expanded, so that professional librarians can assume responsibilities more commensurate with their training. For smaller programs, such as those in smaller hospitals which cannot develop viable service programs on their own, we need to develop cooperative arrangements for services so that we can

make the best use of available talent. This study has not provided the basis for making these assumptions as to need, which must derive from a rigorous effort on our part to decide what our standards for service really are, but it has provided us with a data base against which some of these "assumptions as to need" can be measured. It has strongly reinforced the need for our continuing education programs and has provided us with some suggestions for guiding their direction.

In this study concerning about the educational needs of health sciences library manpower, other library categories on human resource needs were not included.

Victoria & Elizabeth (2006) conducted a study entitled Archival Census and Education Needs Survey in the United States. The survey, conducted by mail and online during a two-month period in 2004, asked archivists about their positions, employers, demographics, credentials, job functions and specialization, salaries, career paths, issues, professional identity, and affiliation. The findings of the study suggest that U.S. archivists face several interrelated challenges as follows:

- 1) Recruiting enough new practitioners to replace retiring archivists.
- 2) Attracting archivists who will reflect the diversity of society at large.
- 3) A census strengthening the collective technical skills by rethinking and retooling our recruitment and training efforts and
- 4) Identifying effective methods for transferring the knowledge and values acquired through decades of experience to members of the next generation of archivists.

The census also points to areas in the archival infrastructure that must be strengthened.

There is a need to:

- 1) Expand continuing education opportunities and delivery options.

- 2) Ensure the viability of graduate archival education by addressing the shortage of faculty and
- 3) Rectify the lack of provisions for the preservation and use of statistical data about archivists, archival repositories, and the records they hold.

Another study conducted by Research Team in University of Alberta (2005) developed a comprehensive research entitled the future of Human Resources in Canadian libraries. The study was on the state of human resources of the library profession in Canada. The 8 R's discussed in the report covered the followings: recruitment, retirement, retention, rejuvenation, repatriation, re-accreditation, remuneration and restructuring. The major barriers identified for recruitment in Manitoba and Saskatchewan were geographic location (83% vs. 52% nationally), size of the libraries (74% vs. 59%), inadequate pool of interested candidates (71% vs. 50%), and inadequate pay (71% vs. 55%).

The report also suggests that Manitoba and Saskatchewan's recruitment opportunity is reduced because of a lack of a professional library school in either province.

This study has a correlation with Gaza Strip as it shows that one of the reasons for present situation is lack of a professional library school in Palestine.

The example of Sheffield City Libraries was addressed by Mendelsohn (1994). The libraries decided they would involve staff at all levels in the library system selection process. Peter Bayliss, the information system manager, explained: "we formed a selection team comprising 50 per cent library assistants and 50 per cent managers, but early on we discovered that the library assistants, who were mostly young women, were uncomfortable expressing their views alongside people who were their managers". Study circles of 6 library assistants and a facilitator were each set up

for staff to share their views. Within weeks they were ready to participate in the selection process. "At the end of the day we bought the system the majority of staff wanted us to buy, and there is tremendous enthusiasm for the new system."

Change may cause anxiety and stress among some staff, but not all. Staff who joined the profession in order to work with books may view automation as a threat to their way of working. This indicates that there is a need for retraining of existing library staff to become familiar with client's needs and keep up with automation. This is one of the concerns of the study.

Lim & Klobas, (2000) conducted a study entitled "Knowledge management in small enterprises". Their study aimed to describe the extent to which six factors drawn from the theory and practice of knowledge management can be applied in small organizations. There are three case studies used to clarify the similarities and dissimilarities between knowledge management in smaller and larger organizations along six factors in this framework, namely: the balance between need and cost of knowledge acquisition; the extent to which knowledge originates in the external environment; internal knowledge-processing; internal knowledge storage; use and spread of knowledge within the organization; and attention to human resources. The authors used two techniques in this study; surveys and interviews, and a list of questions, which reflected the major organizational conditions, attitudes, decisions, and activities supported by knowledge management theorists and practitioners under each of the six factors. Three small businesses contributed to the research based on the framework. The owner or general manager of each business completed a short survey designed to determine the extent to which small businesses which had not been exposed to formal knowledge management practices shared the organizational environments, attitudes and practices espoused by knowledge management theorists and

practitioners and included in the framework. The most important findings were that organizational structure and human resource policies strongly influenced the ways in which the organizations implemented their knowledge, and that the primary concepts of knowledge management have the ability to be adapted from large to small organizations. Moreover, each organization had a different technique of knowledge storage, differences among the organizations strongly reflected differences in management styles, the external sources of knowledge for these small organizations reflected similar needs and variations to those of larger organizations, and none of the organizations had systematic methods for environmental scanning. The researchers recommended information professionals.

1. Smaller organizations' greatest need for knowledge management is the need to build, maintain and use effective and cost-efficient. Such knowledge storage areas might take several forms, from the physical records management systems to a system integrated with existing office communication systems.
2. The organizations rejected formal computer-based management systems as an inadequate use of their limited resources; two of the organizations also recognized the need for better management of their knowledge records.
3. A formal information management system well integrated into their day-to-day work would enhance their ability to share and to retrieve documents and knowledge and records.

This study indicates that library information professionals trained in library information systems and be familiar with IT skills. They further used questionnaire and interview to collect his data.

Marshall, Solomon & Rathbun-Grubb (2009) Introduced a study entitled Workforce Issues in Library and Information Science. The role of librarianship has a long history as a profession, the enlarge field of library and information science presents many new opportunities for information professionals to work in non-library settings. Were they stated to concern continues to be expressed about potential LIS workforce shortages, given the expected baby boomer retirements, and the need for increased recruitment, diversity, succession planning, and leadership development in the profession. Less attention has been paid to retention of LIS professionals at various career stages, although this is another strategy that is worthy of consideration, given the nature of the workforce challenges that lie ahead. Given this concern, it is an ideal time for an issue of Library Trends that begins to take stock of some of the major issues related to the LIS workforce and to lay a foundation for future research and workforce planning at all levels. However this study concern about the new roles was the librarianship play and the characteristics which they have to be nowadays.

Gutsche (2011) represented a study named as, "A Boon to the workforce: how librarians help workers in need of 21st-century skills - LJ Feature Story", which stated that the libraries of all sizes have continued to be a symbol of hope for support of those effected by economic turmoil and a foundation for skill progression for the community at large. Libraries are about lifelong learning process, which play important role in supporting citizens to develop skills and knowledge. Libraries keep on designing programs to help the unemployed patrons. It stated that there are five ways by which libraries and librarians are meeting the needs of the economically challenged patrons and offer them services to develop as an expert staff for the 21st-century. These ways are:

1. Advancing the literacy relevant to technology literacy
2. Supporting the unemployed

3. Supporting local entrepreneurs
4. Advancing literacy relevant to financial situation
5. Creating connections and collaboration.

The findings showed that continuing education programmes are relevant and the demand for library workers and services are increasing than ever. It is crucial to convey the value of libraries. The focus of the above study again is on continuous training and retraining to improve their work efficiency.

2.2.2 Characteristics of Professionals Workers

Bhairi (1981) presented a study on the characteristics of workers in Libya. He used Libya's economic objectives to plan whole manpower necessities at various skill levels as well as the number of foreign employees of different skills from 1981 to 1985. Bhairi used the five skill levels of manpower recognized in the first draft of the second Libyan five years plan (1981-1985). After assessing the predictable output of each economic sector during 1980-1985 and the predictable increments from these records, he calculated the productivity coefficient, technical coefficient, the increase in the quantity of labor, and the total manpower necessities of various skill levels for each economic sector. Later obtaining the evaluated manpower necessities regardless of nationality, he calculated the indigenous labor supply of different skill levels for each year. Then, by subtracting this value from the evaluated whole manpower requirement of different skill levels for each year, he reached the estimated foreign manpower necessities for the Libyan economy. However, this study did not take into account the supply and demand of manpower for Libya and hence its weakness.

Al-Khouli (1985) did a similar study by using two models to examine the overall structural change in employment with seven skill levels in different sectors of

the Saudi economy from the viewpoint of relative and historical economic growth patterns. He tried to forecast manpower skills by employment and nationality in Saudi Arabia. Al-Kouli's study outcome tended to support the idea that Saudi Arabia will continue to require non-national manpower of different skill levels, at least for the near future. The study also stresses the need to mobilize national skills by focusing on policies to move up staffing rates in professional training and job training programs, and to increase the numbers of females in the labor force by redefining the religious and social constraints that have prohibited their full participation in the past. However, this study did not take into account the improvement of the programs to meet the market needs and labor was dependent on foreign supply and thus this study could not be considered as relevant to the study of information resource centers in the Gaza Strip.

Yet another study was done by Quarashie (2001) and his study was entitled "Mismatch between the supply of university graduates and demand in the graduate labor market in Ghana". He used the survey sampling method by using questionnaires, which included 150 final year students, 300 graduates, and 55 employers. In addition, he also used interviews as a follow up to ascertain more information from the respondents. The purpose of this study was (1) to identify the causes of high unemployment, and underemployment, (2) to identify the mismatch between the supply of university graduates and the demand for them, (3) to identify the types of training offered and received by the graduates, and (4) to identify the types of skills and qualifications needed in the graduate labor market.

The findings of this research were that there is a greater need for a closer look at the general educational system, with an emphasis on university admissions policies and a reform of the curricula so as to reflect the economic development, social, and cultural needs of the country, upgrading the qualification of teachers and equipment, and a

reform of the examination system. This study done by Quarashie (2001) is relevant to this research but however the researcher did not discuss other issues such as human resources polices.

The next study relate to library professional and is entitled “survey of archives and records management graduate students” was conducted by Wallace (2000) at ten universities in the USA and Canada where 150 students was currently enrolled in ten graduate archival and records management programs. Such study provides some understanding into these fulltime professionals. The information about the samples used included degree backgrounds, prior work experiences, how they discovered the profession, how they found out about their specific program and why they chose to enroll in it, their employment goals in terms of job title, sector, and salary expectations, their willingness to relocate and their interest in pursuing doctoral studies. Such information provide archival educators with a baseline for understanding the backgrounds and aspirations of their students which later on can be used in developing programs that meet such needs.

Many studies had also been done on remuneration and one such study was the 1990 census data study about persons with Masters Degrees who were employed by the local government in New York City showed that a higher percentage of those in the library field fell in to lower salary ranges than their comparably credentialed colleagues in education. While acknowledging the study is limited by the age of the data and the narrowness of the area of analysis, PLA cites this as more evidence that low salaries area deterrent to attracting and retaining librarians in the public library. Similarly, Landry (2000) surveyed 285 reference librarians in Florida public libraries on issues related to their job satisfaction and life satisfaction. Analysis of the data collected found a positive correlation between life and job satisfaction. The study found the job facets

causing the greatest dissatisfaction for librarians were pay, promotional opportunities, contingent rewards, operating conditions, and communication within the library.

Other related studies on job satisfaction and remuneration was the ALA's November 2001 survey on recruitment and retirement for the Human Resources Section of the Library Administration and Management Association found that the major recruitment problems were perceived by respondents to stem from lack of salaries and degree-holders with needed specialties. Respondents expressed that retention of staff is a problem. Their findings showed that high-tech firms are major competitors, finding experienced staff for middle and top management positions is a problem, and children's librarians and diverse candidates are hard to find. In other words, while bad forecasting on demand side is occasionally cited, in most cases the problem has more to do with supply-side issues, such as the low appeal of the profession, poor job satisfaction, poor career prospects, low salaries, poor working conditions, low status, low qualifications of the applicant and inadequate number of graduates.

The next concern is the lack of qualified librarians in academic and university libraries. The ALA added Supplementary Questions to its 2002 ALA Survey of Librarian Salaries to collect information about vacancies in libraries. The salary survey was sent to a random sample of medium and large public libraries, two-year and four-year College and university libraries. Recipients were asked whether they had any vacancies in funded full-time MLS positions and, if so, how many. Analyzing responses by type of library revealed that 10.1 percent of four-year college libraries reported one or more vacancies. Other types of libraries had even larger percentages, with 52.0 percent of large public libraries reporting one or more vacancies.

University libraries reported the highest vacancy rate among the four types with 7.8 percent of positions vacant. Large public libraries had 5.6 percent of their positions

vacant. The survey also learned that 53.4 percent of vacancies reported had been vacant for six months or more. The reasons given most often to explain why positions remained vacant were: a shortage of people with a particular specialty” (23.1%), low salaries at an institution (16.2%), and a lack of MLS degree holders generally (16.2%). Upon analyzing the recruitment process in academic research libraries, Wilder (2002) found that the number of 1,079 new recruits in 2000 is 35% more than those recruited in 1998. However, 20% of the new recruits to professional positions in ARL libraries in 2000 had no library degrees as compared to just 7% in 1985 that had no library degrees. Wilder links this to the trend of recruiting more “functional specialists”, a category that includes IT-related specialists and experts in management fields. In 2000, 48% of functional specialists had no library degree. The analysis also found that 44% functional specialists are male, as compared to 28% of other professional library job categories. The job vacancies in academic and university libraries are an area of concern and there is probably a need to revise the salary structure to attract more professional librarians to take up positions in universities and colleges.

Library and information centers have now becoming computerized and most of the libraries are run by library information systems and therefore the job requirements are now changing rapidly. In January 1999, ARL surveyed 55 libraries and analyzed almost 900 job descriptions for the period 1996-1999 to learn about changing job requirements, responsibilities, and roles for librarians in these institutions. The study concluded that the roles of librarians and other professionals in ARL libraries are changing as a consequence of new technologies and organizational development. Many positions have been redesigned to integrate technological competencies as a part of the overall requirements and desired characteristics of the positions. Job descriptions list the MLS as a terminal degree requirement, but also focus on demonstrated expertise with

hardware or software, web-based activities, staff training and development, classroom teaching, or administration. New technology has therefore now led to different types of positions working with networked environments, information systems, and digital libraries.

Not only job specifications have changed but the recruitment and hiring process for librarians and library staff too have changed dramatically. Force (2002) in the Association of College and Research Libraries (ACRL) presented a paper on Recruitment and Retention Issues looked at both print and electronic methods of recruiting librarians. The Bowker Annual Guide to employment Sources in Library and Information Science has a comprehensive list of library employment sources in print. There is a steady growth in job hotlines, job boards, LISTSERVs, and other announcement services for library jobs. All types of libraries are successfully using the internet for job recruitment in some manner. But the White Paper points out efforts to attract people to degree programs are also critical to the future of the profession. The last formal survey on library school recruitment methods and strategies was published in 1986.

There is one study which considered the importance of the early library and information science age in the 1960s. That study was done by Kronick, et al. (1972) and entitled “An investigation of the educational needs of health sciences library manpower”. The aim was to identify the requirements necessary to staff library and information facilities in the health sciences and to advocate educational programs for meeting these needs. A series of four steps were followed by the researcher to complete the study: (a) a description, recognition, and statistical analysis of health science-related institutions and programs; (2) recognition of health sciences libraries; (3) recognition of health library individuals and (4) statistical explanation of health science and other

relevant library personnel in relation to demographic factors, educational background, work experience, and current job duties.

The researcher collected the data for the survey using three types of questionnaires. The findings of their study showed that: (a) a 7% manpower shortage in positions classified as professional and (b) a 3% shortage in positions classified as paraprofessionals. In other words, the existing vacancies are more for library professionals. It should be noted that in many of the studies, a survey questionnaire was used to collect data for analysis.

The Palestinian Ministry of Culture (1996) next conducted a study of the manpower and current situation of Palestinian libraries in the West Bank and Gaza Strip using survey methodology. The study goals were: (a) to discover the current situation of Palestinian libraries, (b) to ascertain the current level of Palestinian library staff {qualifications & practices}, and to know the problems and obstacles that Palestinian libraries face, and find the solutions and recommendations to develop Palestinian libraries. The most significant finding of the study was that only 5 % of the libraries had more than 8,000 books in Arabic, and 72 % had less than 1000 books. It is apparent from this study that there are a number of very small libraries in Palestine. More than half of the libraries had less than 50 square meters in which to carry out their activities. Only 17 % had a photocopier. Less than 4 % used a computer to handle their circulation, cataloging or searching. CDS/ISIS was the most common system then, used by 7 of the libraries in question at the time. In the libraries responding to this study, 60 % of the staff was male. This differs from what many of us are used to in other countries. The educational level of the library staff in Palestine showed that none of those answering this study in 1996 had a PhD in Library and Information Science (LIS), 7 % had a Master's in LIS, while 13 % had a BA or diploma in LIS. This probably draws a better picture than is the actual case in many libraries since the libraries with

staff qualified in library science were better represented among those answering the study, than those without.

Another related study was carried out by Jago (1996) entitled “Selecting your team: how to find the right people”. The aim of this study was to conduct procedures in selecting a library and information professionals’ team. The author used qualitative methods depending on his experiences as manager. The most important findings in his study were: that recruitment and selection of staff is a professional skill, and the effectiveness of every library/information service is largely determined by the ability of the manager to select the right team members. Recruitment and selection of staff is a professional skill in its own right. It should be part of the portfolio of management skills of every library / information specialist.

Tedd and Yeates (1998) conducted a different study entitled “A personalized current awareness service for library and information services staff: an overview of the Newsagent for Libraries”. The project suggests that librarians should react to developments by reassessing engagement of staff and users in strategic planning and consider the need for empowerment of staff and users by training and experimentation. They further need to ask whether the current library service provided can support an overall increase in the social use of computers for information handling. There is also a need to move from being retrievers of information to facilitators.

Abu Qoush (1996) presented a survey study in 1996 where questionnaires distributed on the four main libraries for the blind in the West Bank (Jerusalem, Bethlehem, Ram Allah, and al-Bireh). She entitled “the current status of libraries for the blind in Palestine”. The main goals of the study were (a) to present the current status of libraries for the blind in Palestine, (b) to be attentive to the problems and obstacles the blind face, and the extra needs to develop a library that has the ability to perform

suitable services for the blind, (c) to know the obstacles which the blind face and provide solutions for them, such as blind materials, buildings, and facilities, (d) to know ways of developing library services for the blind. The methodology for this study was conducted a comprehensive approach (a) a survey of workers and employees in libraries for blind, (b) then she interviewed the managers of library or rectors of blind schools if there was no library manager, in addition, at least 20 users of each library were also interviewed. The findings of Abu Quosh's survey were that 90% of the blind libraries had a variety of materials but not enough for the users, 95% indicated cooperative library staff and the rest 5% non-cooperative because the unavailability of the important materials for the blind. 75% of office hours were not enough and not suitable, and the demand exceeded library opening time. Most of interviewees indicated the unavailability of new materials based on the high cost and lack of employees, the researcher found out that printed material was used by 90% of the customers who were all educated, while the remaining 10% uneducated used the audio materials. Based on the above findings, the researcher recommended the following: (a) opening new branches of the blind libraries to ease library services, (b) support blind libraries and provide modern electronic machines to increase and develop library quality and quantity of the library services such as computers and speakers of computer, beside specialist programs, (c) supporting the academic and public libraries to blind libraries, (d) absorption, development, and qualified number of blind people to do classification and cataloguing based on the international standards of librarianship, (e) exempting books and library materials which the blind use from tax and postal fees, (f) activation and cooperation of blind school libraries. Abu Qoush's survey studied the four main libraries for the blind in the West Bank but however she disregarded the human resources needs.

More and more research studies make use of questionnaire surveys to collect information. In (2003), Milliard conducted a study entitled “Why Do We Stay? - Survey of academic librarians in Canada. In this study, he distributed a survey to examine long – term careers in academic libraries at English language Canadian Universities. The Milliard, a survey of long-term academic librarians at English language Canadian universities attempts to determine which of four factors has the strongest influence over long-term careers: career commitment, organizational commitment, personal factors, and Economic factors. The researcher findings show career commitments far outweigh the other three factors, proving, in this situation, that academic librarians stay because they enjoy what they do in the profession.

Garrod (1998) made another study and his aim was to define IT variables needed in supporting learning, teaching and research in UK secondary and tertiary education. He classified these requirements into job description, scope, level, skills and experience. This resulted in recommended guidelines for managers to follow when training existing staff and recruiting new staff. Of interest, the study also addressed the inefficiency of longstanding divisions between computer and library professionals and its impact on an institution’s stability and its delivery to stakeholders. He used the qualitative method, comprising empirical and theoretical methodologies: reviewed the literature; and library school curricula; conducted a program of visits to institutions of higher education and conducted interviews with information services staff, evaluated the work of the lead bodies in terms of the extent to which IT skills had been incorporated into Scottish and national vocational qualifications for the library and information sector, and dissemination activities. In the empirical part the research, samples of 150 staff from 18 high education institutions were interviewed, ranging from directors of information services to library assistants and questionnaires were produced

for five different groups of staff. The research findings above highlight the importance of individual personal qualities and collective corporate cultures in fostering an efficient organizational structure and service. IT skills alone are insufficient to establish and maintain a vibrant work space: well-matched personalities and supportive environment being necessary to sustain professional development and institutional success, can acquire these. Though this study just concentrated on IT approach only, it however does show that qualitative methods are significant in data collection.

There is further a need to look at children's libraries. The Palestinian Ministry of Culture, (1998) conducted a study entitled "The current situation of children's libraries in Palestine: an empirical study". This study aimed to know the current situation of children's library in Palestine whether public library or individually owned that serve children aged 18 years and above. It also aimed to ascertain the current academic and professional level of workers, the level and nature of services the workers do for customers, to know problems and obstacles these children's libraries face, and find solutions and recommendation to develop them according to the Ministry of Culture project for developing children's libraries. Using a survey methodology, the survey included 74 sentences covering all related information and variables approaches of children's libraries, name, date of establishment, address, office hours, location, area, rooms number, location suitability, customer numbers, quantity and type of furniture, quantity and type of machines and equipment, materials, services they do, budget, problems that are faced, successful library exercises, and academic and professional qualification of workers. They distributed 97 questionnaires to all the children's libraries in Palestinian authorities' areas. The findings of the study were: (a) insufficient and poor cover of the number of children libraries in Palestine, (b) in all dimensions, the current situation of children's libraries is not adequate compared with international

standards. (c) Finance is the most serious problem that is faced by all children's libraries in Palestine. Based on the previous findings, the researcher recommended the following:

1. Library areas, buildings, air-condition, lights, should follow the international standards, and the Ministry of Culture should help the respective library administrations to achieve that target.
2. The Ministry of Culture should support principle organizations on children's libraries to update furniture, equipment, machines, and select their needs based on the international children's libraries standards.
3. They recommended more materials development, including print and non-print materials, increasing the publishing and purchasing of children's arts.
4. Research team recommended introducing computer for the library services in children's libraries and benefiting from the development programs.
5. Research committee recommended Ministry of Culture to organize a training program for the workers in children's libraries in the following sectors: children's materials classifications, library services, usage of computer and different programs in librarianship activities. However the researcher missed library human resources characteristics.

Other qualitative methods of data collection include the use of case studies. Using historical data of the previous seven years (1983-1990), Agada (1994) conducted "The librarian personality and professional socialization". The investigations were undertaken at Ahmadu Bello University in Nigeria from November 1983 to April 1990. These studies were essentially case studies and utilized causal comparative cross-sectional and longitudinal designs. The assertive abilities of the groups were measured by the instrument at the onset (pretest: first hypothesis and at the end of their respective undergraduate programs (post-test: second hypothesis). The differences between both

tests constituted the effect of the treatment under study. A 34-items instrument was used. Each item in the instrument described a situation that demanded an assertive reaction, which could be deemed indicative of one or more of the following six factors: defense of one's rights, initiating interaction, social competency expression; dealing with anger/frustration; expression of positive feelings; and disagreeing with respect to others. Data were also collected on the demographic characteristics likely to interact with the independent variable. The factors included age, gender, ethnic and religious affiliations, previous professional education and experience and socioeconomic status. Students in the undergraduate schools of library science, Law, English and History constituted the population for the study. The library school students constituted the experimental group, while the Law and the English/History groups represented the comparison and control groups respectively. The most important of the research findings are: the arts group represented the general population educational programs in some of the service and helping professions, librarians' vis-à-vis lawyers make little or no positive impact on the assertiveness and related attributes of their students.

In order to manage change, people need to understand why change is occurring. Staff awareness of developments and receptiveness to change is a vital element. Although more sophisticated technical developments are involved these days, human resource issues in general are the same as they were over a decade ago.

Another area of concern in this literature review is related to attitude and emotional requirements. A large library system implementation project conducted in the 1980s gave the author insight into many of the concerns of library staff namely: their own competences and technological complexity. This was followed by concerns that time given to learn would be insufficient. Confidence in the system's ability to function and perform the necessary tasks was lacking. Resistance to change; with staff showing a

healthy skepticism about a centralized system, which they felt, was being imposed on them. Perhaps they felt that indirectly it was a criticism of their work and the quality of service they were giving. It was felt the best way to reduce such anxiety was through communication and training. The training sessions proved successful in facilitating enjoyable learning as part of professional development. General Service issues, which were raised as a result of the system functionality training, gave staff the chance to voice their opinions about the service as a whole and they appreciated having someone to listen to them. Collegiality between staff and trainer began to blossom. Training was matched with the opportunity for staff to express themselves in a semi-casual manner with someone who listened and cared. This demonstrated that staff involvement in decision-making can minimize resistance and dissatisfaction in the workplace.

Another study which shows that libraries and resource centers fail to attract quality librarians is the poor salary structure is the one done by Jacobson (2002). He conducted a study entitled, a shortage of academic librarians. The author investigated the reasons behind the shortage of academic librarians. The aging of the vocation, the inert figure of fresh graduates from institutes of library and information science to acquire higher-paying posts in the privileged segment are the primary issues behind deficiency of the Library and information science employees.

1. The most widespread query that the interviewees came up with was that if they possess the figure of librarians they require who are experienced to take up these managerial posts. The majority reported that they are realizing that a lot of workers are bringing diverse outlooks to this profession. They are not so happy to accept managerial posts with extensive working hours -- assessing workers and using up their tenure sorting and planning financial worksheets and striving to hire librarians who do not exist.

2. Fresh graduates of library institutes usually end up attaining much profitable position with an average salary of \$45,000 - \$80,000 ~ as managers for various organizations and nonprofit companies as a replacement for a clerical position in an academic library, where pay scales generally start around \$30000. In order to attain more employees for the vocation and stress the requirement to raise the pay scales, the library associations have instituted a combined commission to develop the hiring and withholding of academic librarians. Most suggested that they want to correspond, the enthusiasm and advantages of working in a library.

3. Libraries may have to broadcast several times before they get the right employee to take up the post for a reference librarian with reference to subject specialty. If they are lucky, they might get around 8 – 10 candidates and when the organizations can't pay the librarians what they want, they simply resign from their posts. For example, at the University of Wisconsin, too many retirements are taking place. Five librarians stopped working bringing the total number of retirements this year among the 129 workers in the 16 libraries in its general library system to eight. Fiscally, the university can manage to pay for filling most posts as they are flexible to pay to the right candidate.

4. Not all of applicants would be convincing, but you would get 60 résumés. Now on an average they might get from 6 to 16 applications for an entry-level position. When the pool of candidates is not large, and when you're uncertain at the end of a search, "it's a difficult gamble to hire someone who doesn't fit the job." It's a risk he's unwilling to take. In some cases, a failing search means you haven't designed the position correctly. Gradually we'll be thinking of how to structure our positions to improve our chances of getting better candidates.

5. Before libraries moved to electronic processing of serials and books in the last 5 to 10 years. A lot of it needed intensive labor. People responsible for ordering items for the library's collection gained skills in that area and would be promoted. So when you

sent out an ad for a head of serials you would have a pretty good pool. But with the growing trend toward electronic processing, where many libraries outsource the ordering of books so publishers can catalog and label them before they hit the library, a librarian has only to get a book's record checked to see if it has already been cataloged nationally and then put on the shelf.

6. Academic librarians are always worried that students may suffer the most from the recruiting problems in the profession. With the Internet controlling a lot of things, including students' search for information, there's a need for information library assistance. It's not a matter of finding something on the Internet, but finding the good stuff, things suitable for research papers; anybody can put anything on the Internet. That does not make it valuable.

This study reflects some of problems that are prevalent in the academic libraries Gaza Strip, Palestine.

The research study that follows next looks at how libraries can help to find jobs for the unemployed, help in training and provide online help. A research was done by OCLC Online Computer Library Center in (2012), named as, "Project Compass lights a path to workforce recovery". The researchers pointed out that Libraries have played a vital role in the active training and development of their respective workforce, helping users in acquiring PC related skills, seeking job, designing on-job training sessions, career orientation and developing businesses of interest, meeting certain set of demands of the public libraries along with the demands of their workforce, in terms of legal issues, retraining them, making them avail various social services, help them attaining technology skills and providing them with online access to government related sets of information. The research also included the shared realities of staff feeling

overwhelmed by the increase in demands and lack of readiness to face the new challenges of the field which needs designing new ways to offer the services.

“...As a result of participating in Project Compass, library staff members across the country are now more strongly equipped than ever... to develop and deliver services that are relevant and needed in today’s complex economic landscape.” (Online Computer Library Center, 2012).

The major goals of this research were:

- To increase the number of public library staff who can help serving the unemployed patrons.
- To find ways as to how libraries can work to help job seekers prepare for meeting the challenges in the 21st century workplace.
- To develop alliances with local libraries and other firms serving the unemployed patrons.
- To let the library administration who have access to consistent online resources and other networks to make their service better while serving the unemployed patrons.
- To build a common notion that the library is an essential alliance for developing workforce.

The major findings from the Project Compass acknowledge the number of library administrators who are working hard to develop the technological skills of their patrons. All the participants of this research demonstrated that significantly better understanding, skills and abilities to form alliances outside of the premises of the public library.

One of the most tedious tasks for the top management in any library is making policies, which not only requires rational, unbiased and well balanced thinking, but also thorough research on the issues to be sorted and a clear understanding of the respective mission of the library and the patrons it serves. Such policies not only serve to steer the working procedures of the library but also determine the terms of using the services offered by the library. These determine the minimum standards that are involved in running a public library. The board of the library is obligated to design such policies, evaluating and amending them, and finally implementing them with the help of their respective administration. Such policies should be written clearly which can be understood without any difficulties. This study reflects librarian requirements of different skill levels and notes the shortage in the current and future of library and information workers.

A study by Lo (2008) showed that as the emergent Information and Communication Technology has become more complex, it requires more expertise to plan, install, and maintain it. He pointed out there is a need for professional development, staff training and job-related training for academic libraries and librarians, investigating the following: (a) What are the purposes and the needs for staff training and development for academic librarians? (b) What are the differences between staff development and training? (c) What other benefits does training bring to the overall healthy and growth of an organization? (d) How should academic libraries identify and access training and development needs? The findings showed that professional staff members in libraries have to undergo job related training because of the complexities of the technologies that they have to handle in their workplace

Mathewa (2011) carried out a study to evaluate the professional development activities of library professionals and their attitude towards continuing education programmes. With the help of structured questionnaires distributed to 203 library

professionals in seven major universities in Kerala he found that the majority of the professionals have pursued higher degrees in library science or IT allied courses after entering the profession, and that they have a positive attitude towards participation in training programmes and workshops. The findings showed that continuing education programmes are relevant for professional development of staff which should also include pursuing undergraduate and post graduate level of education in library and information science.

Haley (2009) carried out a similar research named as, "Online Workplace Training in Libraries", which targeted identifying the associations that exist between inclination for online or conventional face-to-face training, including civilization, gender, age, qualifications and experience. It investigated the association among choosing variables like online training, locations, trainers, budgets, and policies related to professional development. The details were tabulated in the form of questionnaires. The research found that most of the times the budget for training was not enough resulting in librarians opting for the option of online training, since it is more economical; while good professional development policies may force to opt for conventional face-to-face training as it is far better in terms of quality than online training. It suggests that library administrators should encourage all the library administration to attend training.

Koontz & Gubbin, (2010), carried out a research named as, "IFLA Public Library Service Guidelines", which reported that all the library administration must have a perfect knowledge of the part played by information centers. It further included that the administration should be aware of the clear policies of the information centers, the services they offer, and their jobs should be well-designed, with competitive salary packages. Ever since the aspect of diversity among the workforce has come into

existence, the job has become more challenging as certain set of skills are needed for performing the job that is far beyond the responsibilities mentioned in the job descriptions. Proficiency among jobs may include on-job training, getting further education et al. Skills acquired by staff are conventionally translated into the procedures and systems of the firm, but these days it is more relevant to technological training, how to have happy customers and improving interpersonal skills. These enable staff to:

- Give a better opportunity to communicate better with patrons.
- Understand the requirements of patrons.
- Develop teamwork within groups and departments.
- Understand cultural diversity.
- Comprehend the type of materials available at library's collection and ways of accessing them.
- An understanding of and sympathy with the principles of public service
- Provide library services in an effective way.
- Attain the skills of the firm, with the chances to understand and apply changes at work.
- Develop leadership skills.
- Accept new and innovative ideas and procedures.
- Adopt changes in the ways of work that are being carried out.
- Attain training on new technologies as they come in the market.

Training serves as the backbone of activities in a public library. They need planned and continuous program of training for staff at all levels, which should include both full-time and part-time staff. It is the obligation of the librarians to stay abreast of the latest developments in the field of library and information sciences and the current trends to ensure continuous professional development.

IFLA has also put forth a research named as, "Professional codes of ethics for librarians", which contains professional guidelines for librarians and information science workers that are implemented by national library, associations of librarians and government agencies as standard codes for Ethical Librarians. It is pointed out these standards serve as the professional codes of ethics or guidelines of professional values, levels of service, prejudice, privacy, and copyright issues.

2.2.3 Human Resources Planning and Development.

Rehman (1993) conducted a study titled "Training of School Resource Center Personal in Malaysia, Status and Prospects". In this study, he reviewed the availability and preparedness of the school resources center in Malaysia by developing a framework for the review of the existing training programs. The framework for the review developed by Rehman addresses the following factors:

- a. Educational – cum – professional content core of the school resources center organizers.
- b. Content core of the training programs.
- c. And needed resources.

Taking into consideration local particularities, an adjusted framework was applied in the Malaysian context. This review indicated that:

- Despite applying a variety of training programs, there is a huge gap between demand and supply at present.
- Most of these programs had a crash nature
- This is a lack in imparting the needed skills to the trainees.

Considerations from the above analysis led to the following recommendations made to launch a multi-faceted training program at the university level, teacher training colleges, and continuing training centers.

1. One may consider initiation of master and post-graduate degree programs as part of the library and information study programs in resource centre management.
2. One may require universities offering bachelor program in education in order to add media centre management especially to their existing program.
3. A career option may also be provided for those enrolled in the program with the objective of becoming resource centre organizers in primary schools. This task may be fulfilled by the eleven teacher training colleges.
4. The specialist teacher training institute should focus on training only those teachers who opt to become full-time resources centre staff.

This study on manpower planning and development was limited only to school library sectors.

A significant study was undertaken by Psacharopoulos (1991) in relation to human resources planning and development. He conducted a study in 1991 entitled 'From Manpower Planning to Labor Market Analysis'. The main driving force of this thesis is to re-scrutinize the manpower planning debate in developing countries which was forceful in the 1970s and 1980s but has been relatively quiet since then. That debate came to a conclusion that the notion that all estimating techniques that asserted to assess manpower prerequisites in the future were uncertain and that the future lays with labor market analysis and labor market signaling. The present study disputes the first notion but agrees that the previous often over-simplified and non-flexible

forecasting models should be enhanced with better data and improved labor market analyses.

According to Psacharopoulos (1991) "The art of manpower planning is certainly in disarray. After decades of manpower forecasting practice, it has come under repeated and sustained criticism. Those still practicing the art might rightly be confused as to the mandate, methodology and overall usefulness of what they are doing." (Psacharopoulos, 1991)

In the first chapter it is argued that the used models for manpower planning do still function. Normally, the argument goes, models cannot be built without an underlying labor market information systems.

The second chapter overviews, from a historical perspective, some of the main labor market theories of relevance to the manpower planning debate and, in particular, those that have attempted to explain the economic causes of unemployment. Most theories do not focus on the causes of unemployment; rather they mainly focus on causes, changes in the profit rate, inflation, growth, or changes in wages.

In chapter three, the question of "what are we trying to measure" is examined and then the main accepted international definitions are presented. International comparisons of unemployment give an incomplete indication of how well labor markets function from country to another.

Chapter four presents manpower planning or labor market model "MACBETH" which the researcher has applied in several countries. The purpose of labour market model and human resource policy analysis is to project and examine different scenarios of: population according to age and sex;

- supply of labor by occupation and level of education;
- employment demand by occupation and level of education;
- employment mismatches by occupation and level of education;
- impact on employment of mobility between occupations;
- Training implications and costs of labor movements between occupations.

The said model can be used as a tool to ensure data consistency, to produce projections and is useful for perspective planning purposes. For example, it is possible to estimate the size and cost of a schooling system that will turn out the number of educated labor that is sufficient to meet the demand associated with a desired speed of economic growth.

Chapter five examines full calibration and application of the model to Sri Lanka. The objective was to assess the implications of alternative growth paths on employment and (broad) skill requirements. The basic data used to calibrate the model is presented and followed by a section describing the reference or base scenario to the year 2000. Then, the chapter ends with a summary and conclusion.

Finally, chapter six presents an application of the 'new' method of manpower planning through the use of the notion of labor market signaling. The thesis ends with a concluding chapter.

Another area which the literature review would like to examine is on people management. Smith (2008) presented a paper on “People management – be bold!” This paper aims to encourage managers in the rapidly changing library and information services environment to be bold in people management. The paper outlines four aspects of people management where it is particularly important to be bold: staff selection and recruitment, training development and work place learning, performance management,

and, organizational change. This paper also aims to overview the professional context for Canadian research libraries and to examine the approach and response to dynamic human resources challenges and opportunities unfolding through strategic planning and change management process at the University of Saskatchewan Library. The paper discusses the context and challenges for Canadian research libraries and explores institutional responses and possibilities of joint collaborative action across member libraries of the Canadian Association of Research Libraries (CARL). The study finds the greatest challenge to transforming library services, resources and facilities lie in transforming, skills and abilities of library staff and to developing new models and approaches to professional practice, which meet and exceed client expectations and overcome the traditionally conservative approach to the practice of librarianship.

Moreover, the paper provides a discussion on strategic options and strategies for research libraries as exemplified by the experiences and work underway at the University of Saskatchewan's Library. While some of the context is Canadian specific, the University of Saskatchewan's response contains many strategies applicable in other academic and research libraries contexts. This study on manpower planning and development was limited only to research library sectors.

Supply chain which mainly exists in the manufacturing sector is next examined to provide further information on the interview format to collect information. Vipul, et al., (2008) conducted a study titled 'managing long supply chain networks: some emerging issues and challenges'. In this study the author describes the following.

The emergence of new manufacturing technologies, prompted by intense competition, may lead to dramatically new products and processes. New management systems, organizational structures, and decision-making methods may also emerge as complements to new products and processes. This paper attempts to investigate

technologies, systems and paradigms for the effective management of networked enterprise (supply chain networks), especially long supply chains. The paper presents an exhaustive literature review to identify the complexities, gaps and challenges associated with long supply chains and the emerging enabling technologies to support these gaps and challenges. The paper presents a vision of future technical issues related to long supply chain and an insight to future scientific and industrial advances required to meet future market and public demands.

The approach - an interview format of industrials, researchers and a literature review highlights and discusses the key enabling features, which needs to evolve and perfect in the industry in the future manufacturing networked enterprises especially long manufacturing chains. The findings of this study reveal that competition in the future may not be between individual enterprises but between competing supply chains.

The concept of how to manage employability at organizational levels is next discussed. Clarke (2008) conducted a study entitled 'Understanding and managing employability in changing career contexts', in which the author explains the following. The purpose of this paper is to explore the concept of employability as it has evolved over time and to propose a new definition which reflects the critical variables that contribute to employability at an individual level. It also offers suggestions for how to manage employability and careers at both individual and organizational levels. The paper reviews employability and considers why it has become a topic of interest, examines how it has evolved overtime, and seeks to develop a working definition. It suggests a range of practical strategies for individuals and organizations to ensure that employability is managed successfully. This paper challenges current definitions of employability by focusing on contextual factors as well as individual characteristics. It suggests a new definition and a range of strategies for managing employability within

current career and labor market contexts. The author aims to redefine employability by identifying critical variables that contribute to an individual's employability and then examines the practical implications of this proposed definition. The primary focus, therefore, is on employability at an individual level. Although employability can also be viewed from an organizational or public policy perspective, this focus is intentional given that employability is increasingly defined as comprising "a host of person-centered constructs" and is primarily an individual responsibility. The article begins by explaining why employability has become such an important issue. It then proposes a new definition, which considers various individual and contextual variables underpinning employability and the relationship between employability and employment success. The article concludes by exploring strategies for managing employability and employment success.

The supply chain study was further done by Davenport et al. (2004) completed a detailed study on supply chains. He outlined a study on "Enterprise systems and the supply chain". This study aimed to describe manufacturing resource planning and supply chain management. Early enterprise planning (ERP) systems or, more simply, enterprise systems (ES), were not primarily focused on the supply chain. Their initial focus was to execute and integrate such internally-oriented applications that support finance, accounting, manufacturing, order entry, and human resources. Even in the early days, however, a link to supply chain management (SCM) was present in the form of inventory management.

Having got their internal operations somewhat integrated (Davenport et al., 2004), many organizations have moved on to address the supply chain with their ES. As more businesses complete their initial, multi-year implementations of core ESs and reflect on the large amounts of money and years it has taken to reach this point, too

many are still unclear on how they will leverage all this integrated information in to real competitive advantage. The supply chain, with all its transaction and information-intensity, offers substantial opportunity for inventory and working capital reductions. It also offers the possibility of closer relationships with suppliers and customers. In difficult economic times, both of these benefits are highly sought after. The study reveals that, the internet has also brought about a revolution in supply chain thinking. The low cost and ease of use of the Internet has greatly spurred attempts to connect supply-and-demand chains across organizations. Amidst all the uncertainty of a rapidly shifting landscape, one thing seems clear about the future of supply chain solutions in ESs. They will continue to enjoy increased functionality and sales growth and new technologies will be accommodated. In this article the author discusses both the visions firms have for using enterprise systems for supply chain management and the reality of current implementation. It concludes with projections of how enterprise systems will be used for supply chains in the future.

Ways of enhancing the effectiveness of HR programs and services is next examined by Mothersell (2008). He outlined a study on “Revitalizing Human Resources Management in State Government: Moving from Transactional to Transformational HR Professionals in the State of Michigan”. This article illustrates how the State of Michigan transformed human resources in state government by developing HR leaders for the future. A transformational plan was developed in March 2000 to enhance the effectiveness of HR programs and services, foster a consultative approach to delivering HR programs and services, develop human resources as a strategic business partner and change agent with agency management, and create the capacity to incorporate HR best practices into state HR systems. This article also provides the HR vision for change, the training design to transform HR into a business partner and change agent, and the

methodology and the data that support this transformational plan. An innovative multiyear project-based learning design, featuring teams from state agencies, used workshop content to leverage system change across state departments. Finally this article documents the change projects designed and implemented by agency teams, reports participants' reactions, communities skill-set and mind set enhancements, and present ideas for future diffusion. HR specialists have typically been trained to perform transactional tasks in governmental settings. These transactional tasks include position classification, benefits, applicant tracking, and day to day labor contract administration. By performing these traditional roles, HR professionals provide valuable services to the department that they serve. Nevertheless, these services are often thought of a cost to the organization rather than a benefit. A number of people have noted the need for HR specialists to move beyond these traditional roles and thus provide more valued added services. These services include helping government agencies decrease operating costs, improve work processes, and facilitate the smooth transaction to new technology and other innovations in the work place. Since the Michigan HR revitalization plan was launched, a number of improvement initiatives beyond the initial team projects have taken hold and others have continued to evolve overtime. The HRC has continued to develop as it helps shape the future direction of HR activities across the state. The HRC also continues to play an important role in providing functional expertise to department and agency managers and transformation of the function within state government. The HR Optimization change initiative is an important indicator for the continued transformation of HR into a strategic business partner and change agent statewide. It involved cooperation of all the HR departments and the integration of specific business partner needs that existed within the many different agencies. This change demonstrated the ability of HR to drive change with a significant direct impact on the bottom line.

This initiative was a demanding change from both a technological perspective and an employee/culture perspective.

This study on manpower planning and development was limited only to transforming human resources by developing HR leaders for the future.

An interesting study by Garavan (2001) was done on human resource development. His study was entitled “Human capital accumulation: the role of human resource development”. This study introduces “Human Resource development: sectoral and invention-level evidence of human capital accumulation”. It reviews the concepts and definitions of intellectual and human capital. It considers human capital from individual (employability, performance and career development) and organizational (investment, ownership, skills and knowledge management) perspectives look at each of the papers in the special issue, relating to its theme. It highlights the implications for human resource development, both at individual and organizational levels. Discussion of human capital accumulation occurs frequently in the recent literature as a key outcome of key resource development (HRD). A number of influential models of HRD specify a range of HRD practices which, if pursued, are likely to contribute to human capital accumulation. These models basically advocate that investment in HRD by organizations and individuals is necessary for a number of reasons; to build and to maintain that resource in the future and to retain that resource in the present. This paper considers some of the issues that surround the conceptualization of HRD as the new capital for both individuals and organizations. It also serves as an introduction to a collection of papers that present sectoral and intervention level evidence on the value of HRD as a human capital accumulation strategy on both individuals and firms. Conceptualizations of intellectual and human capital and knowledge management are common currency in the strategic HRM/HRD literature. The term “human capital”

corresponds to one of the internal dimensions of intellectual capital and consists of education, competencies, values, attitudes and experience components. Notions of human capital apply at the level of the individual as well as the organizational level. There is increasing evidence that individuals now focus on their capital worth and employability. The rationale put forward for this new emerging perspective on individual careers is that the contemporary business environment is fraught with dangers for individuals wishing to manage their career. Changes in organizational structures have created a situation where job insecurity is common with the consequence that individuals are now required to take ownership and responsibility for career management. The dominant theme is one where individuals are required to exhibit competencies such as team working, the development of network relationships and the acquisition of knowledge and learning capability. These are advocated as key elements of employability and it is suggested that in order to acquire them it is vital for individuals to be effective in assessing their strengths and weaknesses, engage in self-reflection and seek help where required. The acquisition of generic competencies is given particular emphasis. Their acquisition is viewed as a necessary but insufficient condition to attaining career goals. A number of commentators advocate that competency can be achieved through the employee actively seeking to move in to other areas within the organization. Transferability of competencies is an important characteristic of an individual's human capital. Individuals who possess highly transferable competencies are not organizationally bound, but are marketable and possess the potential to be used in many organizations. In contrast individuals with low transferability are less employable because they are bound to their present employer's organization specific competencies which may not be effective in other employments. They possess extensive organizational knowledge, skills and abilities and they focus on

developing competencies related to their current position. However this study on manpower planning and development was limited only to HR development sectors.

Mwacalimba (1981) conducted a study that focused on library human resource development in Zambia. The purpose of the study was to indicate methods to plan for the development of library human resources in Zambia.

The research method used for collecting data for the study included the use of self-administrated mail questionnaires, which were sent to a sample of 40 organizations in Zambia. After the limitation of the major human resources needs, the study summarized major steps for meeting these requirements on a national and personal library level. Moreover, the study limited four areas having the responsibility for planning, such as the Zambian government, library employees, library trainees, and the Zambian library association.

This study on Human resources planning and upgrading the education program, training was not covered in the LIS academic programs.

Training and retraining of librarians is crucial in professional development. In line with this Viiri (1999) studied the education needs of Finnish polytechnic library professionals, totaling 175 respondents at 27 polytechnics. Respondents were librarians, information specialists, library directors, library assistants and information service secretaries. The response rate was 96%, 40% with an academic background in library and information science, and most others had a vocational education background as library assistants. The study's aim was: (a) to identify the educational needs. This identification would then be used for planning continuing professional education and training suited to their particular needs, (b) to contract on the development and learning needs identified by library staff, needs for both vocational and academic education in

librarianship, needs for continuing professional and education and in-service training, needs for leadership and management education, and needs for postgraduate, and doctoral studies. The findings of this study were: (a) Library professionals want to learn to teach organizational mission and strategies, exploit networks effectively, relate library information services to polytechnic education, and speak foreign languages. (b) They want to learn in a new way, by new methods. This study on manpower planning and development was limited to the polytechnic education sector only.

Human resources strategic planning is another relevant area that was next looked at. Franco and Diaz (1995) did a study entitled “Strategic planning of human resources in the library system of the Pontifical Catholic University of Chile”. The goal of this study was to clarify a human resources strategic plan for an information organization - the library system of the Pontifical Catholic University of Chile (SIBUC).

The methodology for this study incorporates the following steps:

1. Using an organizational model proposed by Palma; the environment of the Library System was analyzed as well as its influence on the organization.
2. The strengths and weaknesses, the opportunities and the threats to human resources were identified in relation to SIBUC's strategic objectives for major areas of the organization and to the environmental analysis.
- 3 Based on the abovementioned analysis, the human resources objectives were specified. Action plans were set as well as the manner in which the achievement of the objectives would be controlled.
5. A structure was designed to organize the human resources needed for the achievement of the objectives. The objectives of this study were:

To have human resources with a service vocation, who are achievement-oriented, creative, competent, informed and satisfied with their work in professional and financial terms, interacting effectively in a disciplined working environment.

To reach trained and independent users of information resources and services, whose information needs are well satisfied and with timeliness through different information services and products.

1. To satisfy the demands of external users, according to the human and material resources available, and have a cooperative relationship with similar institutions, or with the sale of services to other institutions or persons.
2. To attain an organization oriented to the user, which is innovative, responsive, efficient, integrated, matched and strict, tending to the autonomy of its members, using a participative management system with working groups and consultations.
3. To be externally recognized as a leading institution in the country, and as a centre of excellence on the Latin American level in library activities, open to exchange and co-operation with similar institutions.
4. To be internally recognized as a unit that is necessary for the development of teaching and research: efficient, with a vocation for service, inviting queries, supporting learning and research.
5. To maximize the cost-benefit relationship of services and to gain sufficient internal and external financing that will ensure the development of SIBUC, and its maintenance of the position of leadership at the Latin American level.

6. To manage a collection that will answer the information needs of our users; processed for ease of access to its contents, ordered in such a way that will allow for easy location, properly kept and protected, with a suitable system for use control.
7. To have effective, efficient and modular technological support, flexible for new applications; that permit an efficient interaction with users and personnel, with proprietary databases and national and international databases which will contribute to the management of the system.
8. To have sufficient physical space for storage and exhibition of collections, that will allow for different ways of use, by different types of users and for different types of material; that increases the utilization of resources and also provides working areas appropriate for personnel and equipment in the development of their activities.
9. To have a close cooperation with providers, by means of an equally beneficial commercial relationship that ensures the efficient and timely provision of our services at the lowest possible cost.

The most important point of the study was that four action areas have been identified, to reach human resources strategy: selection, performance evaluation; training; and payment. This study on manpower planning and development was concentrated on library system sector but it missed other library related issues.

Given the limited human and financial resources available for the personnel area, the need for an interdisciplinary approach and an organizational culture, which favors working teams, a structure made up of four working teams in charge of meeting the proposed objectives will be established. The ways in which the objectives are assessed will be controlled with formal meetings twice a year and, in light of results,

corrections will be made to the plans once the period established for each objective is finished,

The strategic planning of human resources as a whole will be evaluated at the end of the established period: on specific aspects, according to the level of achievement of objectives; and on general aspects, with surveys on user's satisfaction of the services, service statistics and measurement of organizational climate.

Thapisa (1994) conducted a study entitled "Human resources planning in Swaziland Rolls-Royce versus Volkswagen Approaches". The purpose of this study was to shed some light on the modalities and the need for human resources planning in Swaziland libraries. Systematic forecasts of the libraries' future demand for and supply of labor should be meticulously undertaken so that Swaziland libraries can more conveniently plan for the recruitment, selection, training, and career paths of staff. The idea is to gather enough information, which will help library managers to match their employees to the available jobs.

The results of the study highlighted the fact that expatriates constitute a majority of workers in specific high-level occupations such as accounting and technical science professions. Their earnings and conditions of service are evidently better than those of most Swazis and this tends to increase the wage bill. Although libraries are unaccounted for in this estimation, the trend is no different. Localization of posts held by expatriates is needed to reduce dependence on foreign expertise and to place decision-making power in the hands of the local staff. Second, the high turnover of contract professional expatriates often leads to discontinuity of service, and problems of replacement. All this needs to be considered and planned carefully so that the localization practice is done in phases and nobody is unduly alarmed. The presence of expatriates itself indicates current shortages.

Al-Zahrani (2000) conducted a study entitled “Perceptions concerning information technology (IT) innovations and IT training in university libraries in Saudi Arabia”. This study investigates library professional and paraprofessional staff’s perception of information technology innovations and training in university libraries in Saudi Arabia. The purpose of the study was (a) to examine whether there is a difference in the knowledge of lexical collections among students from one academic level to the next and (b) to examine whether there is a relationship between the knowledge of lexical collections and the overall language proficiency of students. A total of 147 library staff from four university libraries in Saudi Arabia were involved. The author used comprehensive methodology. He surveyed by questionnaires distributed by mail and in onsite visits. Also, interviews with the deans of library affairs were conducted in order to examine the decision making process. The findings of the study showed a positive level of sophistication and understanding of information technology in Saudi university libraries. Information technology in Saudi university libraries was perceived to have relative advantages, compatibility, trial-ability, and observability by the social system of this study. This indicates that information technology will continue to be diffused rapidly in Saudi university libraries. More training on the use of available information technologies in Saudi university libraries is needed. The study found that only 48% of the respondents who have used IT in their work attended IT training programs. A most important finding was that there is a significant relationship between the respondents’ educational background and experience using information technology and their perception about information technology. The absence of a written training policy and the lack of training on the latest information technology were mentioned by the interviewers. The institute of public administration was perceived as being the most desirable agency for determining the library staffs training needs and organizing information technology training programs.

In 1997, the Information Technology Association of America, upon surveying 11,000 companies reported a large shortage of IT workers in large and mid-size U.S. companies. A second report was published in 1998 by the same organization indicated even more serious shortage of the said workers.

On a different level, Cato Institute, a libertarian think-tank, ran its first study through telephone interviews with randomly-chosen companies in various sectors who had 500 employees and above. Only 271 of 2000 companies responded at a 14 percent response rate.

The second study, however, undertaken by the Continuing Education Division of Virginia Tech, ran another telephone survey, but this time the targets were companies with 100 employees or above. Out of 1,500 companies, 532 interviews were completed, giving a somewhat better but still low response rate of 36 percent.

The first study, thus, argued that 190,000 information technology jobs were not filled in the United States in 1996. The second study claimed that 346,000 IT vacancies existed represented a 10- percent vacancy rate.

Crigger (2001) did a study on a commercial enterprise, addressed demand and supply-side determinants of commercial and industrial loan volume. The author utilized quarterly data covering the period 1948-2000. The empirical methodology relies on structural time series modeling. The main purpose of this study was (1) to identify those factors that determine commercial credit on the supply side, (2) to clearly separate them from demand-side factors. The importance of the study results were largely consistent with the New Keynesian Literature on the bank lending channel and the role of imperfect information in the credit market.

Goodrich, et al., (2007) mentioned in the book named "Human Resources for Results: The Right Person for the Right Job" which emphasizes on strategically deploying Human Resources in the library and align the library staff resources with what is needed to be done, know the right people for the right jobs and elaborate on effective job descriptions, develop a high performing staff via performance plans, mentoring and assessment, keep the best and brilliant staff by developing work culture, developing expectations, and maintaining commitment. The researcher further illustrates how the information gained through training can be applied. Project-based approach can help library directors, administrators and human resource managers to take note of practices that need attention and motivate the right team members to achieve the library goals as indicated by the planning progression. The author focused on many issues libraries come across in terms of designing job descriptions, succession planning and improving the skills of staff.

A research was carried out by Mid-Houston Library System, called as, "Sample public library policies & development tips" in which the researcher pointed out the critical part played by implementing the policy in the sector of public library. These policies were classified into: External policies (implemented while handling the public) and internal policies (implemented while handling the administrative policies). Researcher mentioned that the board of the library should comprehend that it is its obligation to safeguard the prestige and repute of the organization and the first step towards implementing this would be adopting the library policies which are written clearly. If policies are in written format then it has several advantages such as, serving as a guide for users of the library services, sorting out problems, reducing occurrences of disagreements and protecting the library services from legal actions. This study

implementing the policy in the sector of public libraries and development was concentrated on public library polices sector only were missed other type of libraries.

In the late 60s and early 70s, there was a remarkable turn of events as far as the unbalanced relation between the library workforce and the jobs is concerned. In that period, the labor market for librarians became tremendously excessive. In fact, by the early 50s, the Annual Survey of Placement of Library School Graduates reported that, the western states approaching scarcity of librarians (Marchant, et al., 1983). The report in 1961, once more showed that there was still more posts than graduates. This increase in the number of opportunities was due to many factors among others: the population growth, exploration of information, rise in school and college enrollment and stronger educational affiliation standards.

The 1966 survey of ALA members identified a crucial concern of the profession which was regarding the library workforce, remuneration, training and recruitment. Asheim (1967) suggested restructuring of duties, creation of new career ladders, and training for librarian in connection with library technical tasks, continuing education and executive development.

Drennan & Reed (1967) referred the scarcity of well-educated librarians “common knowledge”, but they experienced it as the lifelong integer of vacant funded posts.

The first reading vividly mentions the perception of supply must be different from that of demand and this study was done by Bolino (1969). He pointed out that the scarcity of librarians quoted by qualified crowd was the small number, as compared to the number that the society desired and capable of appointing based on existing salary. He instituted that definite openings for the post of librarians appeared to be dilapidated.

He also condemned the perplexing exploitation of statistics of students who have graduated from recognized institutes of librarianship to support declarations of scarcity, without bearing in mind other resources of supply. (Bolino, 1969)

It happened for the very first time in 1969 that the yearly appointments of new graduates were scarce, as jobs were few and far between. There were also other pointers associated with this transformation. The degrees given by recognized LIS curriculums had been amplified by 200% between the era of late 60s and early 70s. This trend decelerated by 1970, even though the number of degrees offered did not see a deterioration period until 1976. In addition to this; the initial pays were cut down, compared with other specialized wages (American Library Association, 1965).

By the year 1970, the sentiments in the vocation overturned. Abruptly, editorials on the “manpower crisis” changed into the “death of the manpower shortage” and the “job crisis”. Communities began to hold the profession responsible for implementing disingenuous employment and overlooking indications of a dilapidated market. Library institutes were considered responsible for losing interest in growing numbers while facing the effect on the vocation in itself, and they were advised to monitor candidates more robustly and to amend the core curriculum in order to meet the ever changing set of demands (Hendershott, 1970: Gwinup T., 1970: Maxwell M., 1975).

These concerns were following a similar pattern as they were in former periods. The development in library school teaching to meet a scarcity of librarians in the early 60s demonstrated some resemblances with that of the late 20s, and the swift deficiency of posts in the 70s repeated the response dominating the late 30s. The vocation was restored by intensifying openings for library teaching. In a short period amid 1923 and 1931, the occupation had “run rapidly up the scale from a serious shortage in the

number of trained librarians all the way to what seems to be certain over-production.” Furthermore, the personnel were young, with more than three-fourths of all library school graduates still working (Joeckel, 1932).

The Board of Education for Librarianship mentioned in 1930 that the rate of redundancy amid qualified librarians and obscurity in hiring fresh graduates was not endorsed by the bad monetary stipulations only. There were also other issues amongst which: the swift growth of teaching bodies providing summer courses, a general foundation ground for school librarians, and growing number of students in library schools. The existing circumstances were taken as a prospect for the vocation to fortify its employees, advocating that library schools shrink the size of their lessons in the course of more severe analysis of applicants' “qualities of leadership, aptitude for library service and likelihood of placement as well as [their] high academic standing” (Wyer, 1932).

During the latter part of the 20th century, two other significant studies were done and patrons of market provisions for librarians should be familiar with this fact. In reaction to the abrupt swing in stipulations, the Bureau of Labor Statistics arranged Library Manpower: a Study of Demand and Supply in 1975. Double number of people was hired in library vocation in 1970 as compared to 1960. The research predicts that recruitment rate declined from the time period of 1970 to 1985, with three-quarters of the posts shaped by substitute requirements from retirements or other reasons of departure from the workforce. It studied the relationship of inclinations in people and enrollment, communal help for improvised library facilities, the stage of legislative expenditure for library curricula, growths in library computerization and associations, and trends in library recruitment prototypes. An anticipated 9,000 new graduates were expected to join the workforce yearly (Bureau of Labor Statistics, U.S., 1975). There

was no anticipation in the declination of library science degrees that would essentially take place. Recognized curricula granted more than 6,000 MLS degrees in 1974 which dropped sharply to less than 4,700 by the end of 1980 (American Library Association, 1965b).

Library Human Resources: A Research on the topic of Supply and Demand resulted in the year 1983. Made available by ALA and arranged by King Research (Nancy Roderer was the project director), it prophesized the supply and demand of professional librarians during 1990. It expected a slower increase in recruitment than in the quite steady 1970s, with no matches of progress during the 1960s. It also forecasted that the new entrants entering the market would be quite steady (American Library Association, 1965a).

One can consider a lot of issues. People came to know the fact that the typical age of the library vocation is the basic issue in the protrusion of a scarcity. An outsized fraction of the existing labor force will soon be qualified to retire, but there are not sufficient new employees joining the vocation to fill up unoccupied posts. With a mean age for librarians of forty-seven, more than 46% are anticipated to retire between 1998 and 2009 (Dohm, 2000).

This condition is alike universally. Librarians in Association of Research Libraries institutions are older than U.S. librarians in common and aging more quickly; the age gap between the two populations has broadened in the 1990s from 2% to 9% (Wilder, 2000).

Amongst the professionals of Association of Academic Health Sciences Libraries Directors, 49% plan to retire by 2010. Seventy-six percent of them are fifty years or older, as are 61% of Deputy and Associate Directors (Force, 2002).

There is a need for a human resources survey for Palestinian libraries to decide on a set of issues such as the number of staff who were appointed and the reasons for appointment, kind and place of training received if any, increase in the total number of posts, rate of attrition and re-entry, short as well as medium term demand and supply of staff, rate of staff localization and the annual output of institutional training.

The Palestinian Library Association should plan, organize and develop a human resources database for the library vocation. There is a strong requirement of doing a thorough human resources audit in the libraries of Palestine. This should determine the set of skills, necessary knowledge, and capabilities that are needed for specific posts. Adequate information should be gathered in order to let the librarians correlate their employees to the assessable posts. It should be kept in mind that these audits should cover both the work and the workers. While work-related audits primarily stress on the post itself – it further stresses on factors like sort of work, amount of work done, and work done by and where. Employee-oriented audits focus on the qualities and specifics that are needed of employees to possess, such as, their age, their degree, previous experience and capabilities etc.

The main focus of human resources planning should be to plan, organize and develop a fundamental agenda within which adequate employment openings can be generated to meet the needs of both employees and employers and to steer ventures in education and training towards civilizing both the abilities of the workers and the competence of the libraries. Librarians should however attempt to build up their own aptitude for human resources evaluation and scheduling programs, which are not completely reliant on governed information.

2.3 Steps in the Research Process

This research study, assuming the need for library planning, evaluates the level of appropriateness of two methodologies, namely King Research and Moore, pertaining to projecting human resource needs of libraries in the Palestinian community. These two methods are relevant to this research study. It analyses the current circumstances in the existing library and information centres. Their 7,493 teachers and 242,566 students and other stake holders find themselves in the library issues (Palestinian Central Bureau of Statistics Issue, 2003). It subsequently evaluates how applicable one methodology is better than the other in determining future planning needs and proposes the construction of a Palestinian National Library Organisation (Chepesiuk, 2005). This historical and economic thesis argues that due to many constraints the King's Research methodology would not be applicable. This research study proposes to assert that the current suboptimal condition of the libraries is primarily due to intrusions by Israeli military and periodic programmes since 1948. Long-term effects from these events such as loss of manpower due to death, deportation, imprisonment and living conditions and other related political and economic factors.

Much of the data are not available. The data that can be obtained are not complete or reliable for many reasons: there is no professional center or association in Palestine, such as Bureau of Labor Statistics or National Center for Education to collect general employment data. Neither are there associations similar to the Malaysian library associations that publish regularly reliable annual statistics. Most of the country's files were damaged, destroyed, wrap in the Israeli invasions since 1948. So the only reliable source for statistical data in Palestine is the central statistical office in the Ministry of Higher Education which covers the academic libraries which publish the Annual Statistical Theoretical. So Gaza Strip is now experiencing a new era with changes in

almost all aspects of life, especially the population level education, and economy. The information environment has changed also. According to this thesis, the current suboptimal condition of the libraries is primarily due to intrusions by Israeli military since 1948, long-term effects from these events, such as loss of manpower due to death, deportation, imprisonment and living conditions, and other related and unrelated political and economic factors.

The two major issues that are the focus of this document are manpower and equity and access to library material for Palestinians. Many examples of existing libraries are given from both public and private sectors and specific setbacks are illustrated in the story of Palestinian Library and Information Association (PLIA). Restricted movement due to check-points and curfews, and undefined legislation issues are other factors which inhibit compiling predictions based upon quantitative analysis. Hence, it is argued, qualitative analysis is an accurate means of compiling useful data in the Palestinian situation with regard to human resource needs, but not comprehensive enough. Thus a new comprehensive methodology, incorporating available quantitative information, must be developed and applied to the study of and projected human resource needs for Palestinian libraries and their communities. The only reliable sources for data on current and future plans are questionnaires sent to current employees and interviews with middle and top level management.

The summary of the literature review is presented in the following Table 2.1:

Table 2.1: Main Concept from Literature Review

Resources needs and information taking practices	As a method or information resource	Sources (s)
Manpower Requirements for Present and Future	Disaggregated model to estimate the supply of top level manpower. Identify the mismatch between supply and demand.	Gammed (1979), Frarey (1970), Robertson (2002), ALA (2001), Joyce (2000), Marshall, et al., (2009), al-Dosary (1991), Barnett (1992), U.S. Labor, Bureau of Labor Statistics (1975), Commission of the European Communities (1991), Picot (2001), Haws (2002), Darling (1972), Al-Ansari (1992), Goulding, et al. (1999), Rogers (1970), Doerschuk (1972), Roderer (1983), Moore (1982), Robb (1985), Freeman, et al. (1999), Kronick, et al., (1972), Victoria (2006), Research Team (2005), Mendelsohn (1994), Lim, et al., (2000), Gutsche (2011).
Characteristics of Professionals Workers	<p>Evaluated manpower requirement of different skill level, estimated foreign manpower necessities & reducing the number of foreign workers.</p> <p>addressed demand and supply-side to identify those factors that credit on the supply side</p> <p>Use a survey and interview methodology to find out the information they need, demonstrate the similarities and differences, needs of library manpower</p>	<p>Bahri (1981), Quarashie (2001), Landry (2000).</p> <p>Wilder (2002), Force (2002),Jago (1996), Palestinian Ministry of Culture (1998), Milliard (2003), Garrod, et al. (1998), Agada (1994), Jacobson (2002),Wallace (2000), Abu Qoush, (1996),</p> <p>Palestinian Ministry of Culture (1996) & (1998), Leckie, Brett (1997), Roderer (1983), Dweikat (2006), (Palestinian Ministry of Higher Education (2004), OCLC (2012), Lo (2008), Mathew, Baby, & Pillai (2011), Koontz & Gubbin (2010).</p>
Human Resources Planning and Development	<p>IT-related specialists and experts in management, roles of librarians and other professionals.</p> <p>developed approach and response to dynamic human resources challenges and opportunities unfolding through strategic planning and change management process, used qualitative methods</p>	<p>Psacharopoulos (1991),Smith (2008), Vipul, et al. (2008), Clarke (2008), Davenport, et al. (2004), Mothersell (2008),</p> <p>Oder (2003).Rehman (1993), Garavan (2001), Mwacalimba (1981), Viiri (1999), Franco, et al. (1995), Thapisa, et al. (1994), Al-Zahrani (2000), Crigger (2001), Goodrich, et al. (2007), Haley (2009).</p>

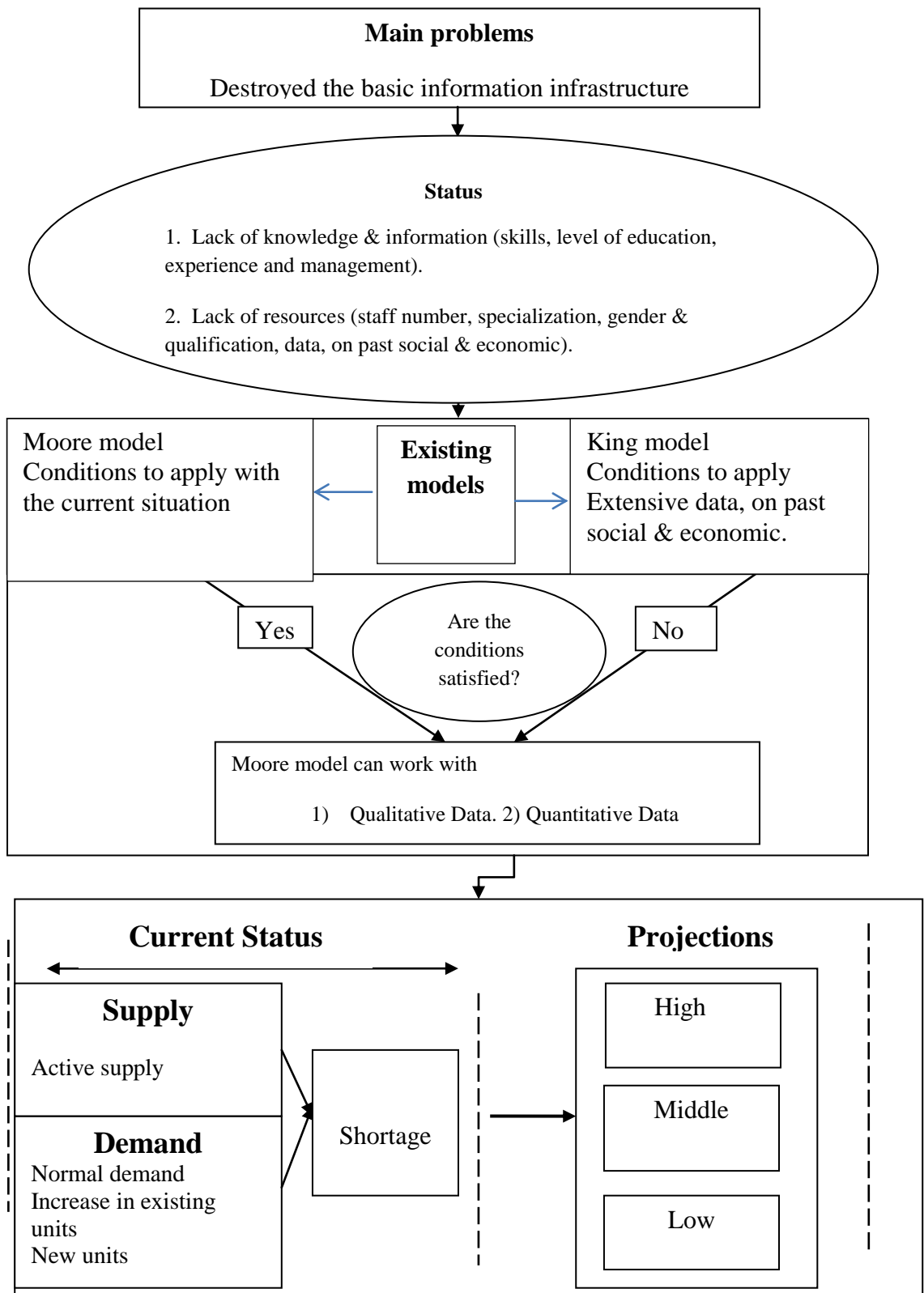


Figure 2.1: Steps of the Research Process

The steps shown in Figure 2.1 demonstrate that access to instructional materials from any process of supply and demand in library and information workers will be based on needs (quality and quantity). Now, this process will in turn depend on the facilitating factors or barriers in the library and information center workers.

2.4 Summary

In relation to 'Manpower Requirements for Present and Future' many issues had been discussed and emphasized in the literature review. Haws (2002) pointed out that there always appears to be a mismatch between supply and demand of professional library personnel and that some officers leave the library service because of poor job satisfaction (Thorton, 2000). There is therefore a need to give consideration to a competitive salary structure to attract quality librarians especially those with PhDs (Landry, 2000). Other pertinent issues discussed include issues that relate to creating facilities and providing materials for the blind (Abu Qoush, 1996), attracting library professionals who are familiar with state-of-the-art library information system and IT knowledge (Wilder, 2002) and providing library services and facilities for children (The Palestinian Ministry of Culture, 1998).

Several other key studies of human resources in developing countries similar to the Palestine situation as well as studies related to manpower in the library and information field were reviewed. The early research studies related to library and information human resources attempted to project supply and demand using fairly straightforward methods (Rogers, 1970). However, the more recent studies expanded their scope and began using more complicated methods (Goulding, 1999). For the present study, the

researcher examined two methods which relate to this research. The first is entitled The King Research method (1983) in 'Library Human Resources: A study of supply and demand'. The second is the method used by Moore (1982) for the survey of library and information manpower needs in the Caribbean.

For the present study, the researcher examined two methods which seem to relate to this research. The first is entitled 'The King Research method (1983) in their Library Human Resources: A study of supply and demand'. The second is the method used by Moore (1982) for the survey of library and information manpower needs in the Caribbean.

The King's Research methodology may not be used on its own as it needs widespread information from earlier periods where social and economic factors had influenced the information labor market in Palestine. Such information is scarcely available and the information that can be obtained is not complete as most of the country's records were destroyed in the Israeli invasions that occurred in different periods in 1948, 1967 2000, and 2009. Furthermore, there is no professional center or association in Palestine, such as the Bureau of Labor statistics to collect general employment data. The only reliable resource for statistical data in the country is the central statistical office in the Ministry of Planning and Development. Here some quantitative information can be found to support the study.

Palestine is now experiencing a new era with changes in almost all aspects of life, especially the economy and population. The information environment has also changed. For instance, many libraries and information centers, especially school libraries, have closed because of war damage. The total number in the workforce change and they either keep on increasing or decreasing. Whatever relevant literature that existed before the war may have been damaged or destroyed. The most reliable and

significant sources for data on present and future plans are questionnaires sent recently to employees and interviews with middle-level and top-level officials. Hence, Moore's Model using qualitative and quantitative analysis is selected to be used in this research study.

CHAPTER III

METHODOLOGY

3.1 Introduction

The survey research method is employed in order to look at the characteristics of current library and information workers in Gaza Strip. In addition, the demographic factors are subjected to statistical testing to find the relationship between demographic factors and continuing education. Descriptive statistics and chi-square test are used to analyze the data. The researcher conducted interviews with appropriate top-level and mid-level officials in the Palestinian National Authority, semi-government, and the private sector. The interviews were administered to employees who are currently employed in the library science and information center sectors. The questionnaire and interview questions were designed based on the literature review related to manpower forecasting model designed by Moore (1982). In order to evaluate the accuracy and achievement by the mid and top level management, a comparison method was applied to data between June 2004 and June 2009. The researcher further conducted another assessment of the library and information human resources after June based on the middle and top level management.

3.2 Survey Objectives of this Research

The survey objectives are related to the six research questions given earlier and the survey would seek answers to those questions. The research questions are broadly spelt out as follows:

1. What are the characteristics of current library and information human resources in Gaza Strip in terms of size, gender, age, education level,

experience, skills, language, and attitudes in the direction of continuing education?

To answer the above question, the researcher has to answer following sub-question:

A. Is there a relationship between the independent variables (size, age, gender, education level, and experience level) and the dependent variable (continuing education)?

2. How sufficient are the current library and information human resources for the present and future based on the perceptions of the top management? Is there a shortage? If so, what is the nature of this shortage?
3. What will be the Gaza Strip's requirements for libraries and information human resources over the next five years (June 2004- June 2009)?
4. What are the levels of accuracy and achievement by the mid and top level managers of the five years projections?
5. What plans and strategies exist now and what will be needed for future information human resource improvement?
6. What is the status of the library information human resources after 2009?

The researcher explained the techniques he used in the study as follows:

In order to identify information workers in Palestine, the researcher adapted the definition of information professionals used in the university of Pittsburgh study of information professionals (1981):

An information professional may be differentiated from other professionals who may also work with data by the fact that he/she is concerned with content (the meaning applied to symbols) and therefore with the cognitive/intellectual operations performed on the data by an end-user(Debons,1981)

The study used six generic groups, named below that were identified as information professionals in the Pittsburgh study.

1. Managers of information
2. Information systems specialists
3. Information intermediaries
4. Information operations coordinators
5. Information theorists
6. Information literacy organizers

Two categories of the classification of information professionals was modified to fit the professional terms used in Palestine i.e. “information theorists” and “educators of information workers” are changed to “information analysts” and “information literacy organizers.”

3.3 Population

The population of the study consists of all full-time staff working in libraries and information centers in Gaza Strip including (a) professionals, (b) paraprofessionals, and (c) clerical workers. All academic, public, mosque, special, are school libraries are surveyed. Workers who work part-time are excluded from this study because part-time jobs are popular in Palestine but the number of workers in this sector is few, and they are not professionals, and most of the part-time information workers are students at the Palestinian universities library who are usually hired to work an average of 10 hours a week which is equal to two hours a day and afternoon employees working as bookkeeping on libraries.

In addition to the above, 60 middle and top management officials, for example, directors of libraries and information centers, directors of computer centers are included and one or two officials at least are selected from each of the next categories:

1. Ministry of Culture
2. Ministry of Communication
3. Department of Library Science at the Ministry of Culture.
4. Palestinian universities libraries (total number is seven)
5. Department of Library and Information Science in Palestinian universities
6. Research institutions
7. Department Technical Colleges
8. Department of Documentation and Libraries in the Ministry of Religious Endowments.
9. Department of Libraries in the Ministry of Education.

The main criteria for selecting the officials for interviews are as follows:

1. They must be involved in human resources development in their institutions.
2. They must have an administrative link to the library and information services.
3. Their work must be closely related to library and information services in their institutions.

4. They must be involved with new technology use and facilities which is important for their staff.

3.4 Instruments

The researcher used a questionnaire for all library and information workers, interview for middle and top level management. An evaluation questionnaire was administered after two years and half to evaluate the projected information that was used to collect data from the selected group for the study.

3.4.1. Questionnaire

The Questionnaire was apparently divided into two parts:

Part I: This set of questionnaire was sent to all libraries and information centers workers which involve two parts:

To achieve the highly desirable goals of the study researched so far, a questionnaire that was developed by (Al-Ansari, 1992) and modified by the researcher was used to collect data and Information on the present library and information workers in Palestine, particularly in Gaza Strip.

Part I: comprised of questions concerning

- a) Demographic Characteristics of the respondent like age, gender and job title.
- b) Educational & Professional Characteristics, such as academic degree and training, experience and language skills, public relations and communication skills. It is envisaged that there is a relationship between demographic factors and continuing education.

Part II: comprised of questions related to the Library and information workers' job satisfaction, position validity, desires for continuing further higher education and

training in the Library and Information field along with tasks performed in the present position and information-related skills such as typing and computer skills and literacy.

The questionnaire was prepared in the Check Box type format, where the respondent was supposed to just check out his appropriate age group range, years of experience and academic degree.

Because of the limited knowledge of the English Language and its less familiarity among the Library and Information Workers, the questionnaire was also translated into Arabic. To ensure the quality, proper use of language structure and the elimination of the ambiguities of linguistics, the questionnaire was reviewed and administered by five professionals. The professionals were mainly colleagues of the researcher, who worked at the surveyed Institutes who had excellent facilities in the Arabic Language and were experienced in Librarianship.

The professionals were also asked to recommend their suggestions and criticize on the translated questionnaire. Relevant comments and criticism were incorporated in the final form of the translated questionnaire.

Additionally, the questionnaire attached with manpower forecasting model and a booklet of terms definition was pre-tested using a sample of 15 subjects from four institutions: University of Malaya (Supervisor), Gaza Strip's Universities, Colleges, and Technical Colleges. There are several suitable comments received from the pretest respondents. Subsequently, the questionnaire was modified again by the investigator. The changes primarily involved in clarifying questions and reorganizing certain sequences of questions.

3.4.2. Interviews

Interviews were conducted in three phases with mid-level and top level managers, head librarians, and directors of library and information centers in the Ministry of Culture, Department of Library Science at the Ministry of Culture, Gaza Strip's universities (total number is seven), Department of Library and Information Science in Palestinian university, Research institutions, Colleges, and Technical colleges.

The researcher used the Interview Guide developed by Dr. Al Ansari for a similar study model in Kuwait. The researcher then listed 60 Top as well as Middle Level Managers (Ministers, Deputy Ministers, General Managers, Managers, Deans of the Faculties, University Presidents, Head of the Departments, Library Director / Library & Information Centre's Director) for interview. A prior appointment was received from the respective interviewees followed by a personal visit after getting the appointment. This phase took almost 2 months to complete. The interviewees were interviewed by the researcher himself.

In Phase I the interviews were conducted to gather information regarding the present Information Workers' needs, demands, manpower and skills after real time implementation and the belief that it could be required in near future, as well as the opinions, views, insight, expectations and future plans of those who were interviewed.

The information collected includes the following information:

- a) The number of Library and Information Workers currently hired.
- b) Expansion and reduction of the coherent information activities in the near future.
- c) Approximate estimates of the numbers and appropriate skill levels of library and Information workers needed in the Future.
- d) Problems and obstacles related to Information Human Resources (IHR).

e) Future National Goals related to the localization of human resources.

In Phase II evaluation questionnaires were sent to mid-level and top level managers who were interviewed again after two and a half years to evaluate the projected information. The researcher e-mailed the questionnaire to middle and top level management and a follow up was done to ensure maximum responses.

The purpose of distributing the evaluation questionnaire was to gather information of the projected information needs, demands, and manpower after real time implementation as well as the opinions, views, insight, expectations and future plans of those who were interviewed. The information collected is supported to be accurate and achievable includes the following information:

- a) Accuracy of projections information on the number of personnel in year 2004.
- b) Accuracy of projections information on the number of personnel in year 2009.
- c) Achievability of projections information on the number of personnel in year 2004.
- d) Achievability of projections information on the number of personnel in year 2009.

In the phase III: Interviews

After June 2009, the Interviews were conducted second time, with mid-level and top level management to check about the current situation and status of the workers and compared the information received, with the data available from the year 2004; the current supply, demand, shortage and projections of workers in 2004.

3.5 Forecasting Model

3.5.1 Manpower Supply Characteristics

If a time period is considered, the supply of LIS workers are classified into two components. The active workers those who carry experiences are given the first priority.

Next are the qualified candidates who are skilled for the job and are searching continuously for employment. Thus, the demands for job availability changes with time as some of them join while others resign. (Moore, 1982)

The supply size within any institution will vary as more skillful employees may join which will boost the performance whereas previous employees can change their minds and move on to other jobs or leave work altogether. So, it can be said that the final size of the institution depends on the two basic flows. (Refer Fig 3.1)

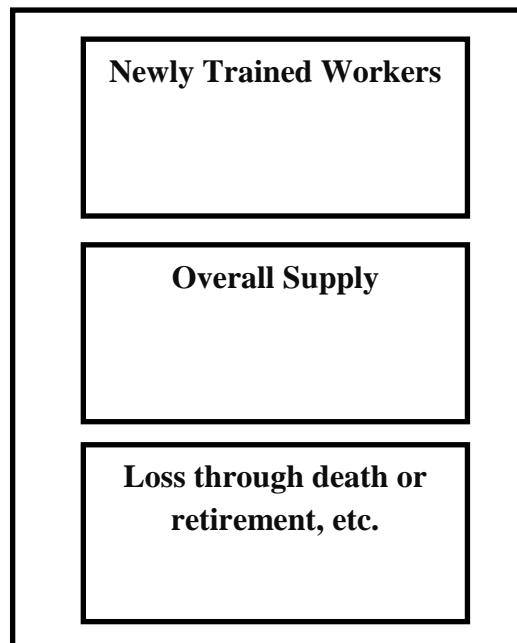


Figure 3.1: The Supply

(Moore, 1982)

While analyzing a real situation, one may not find the stated design. Mostly the workers in the LIS system work as part time so that they can return to the job whenever they require. One reason of this may be due to preference for a better job so that they can get more options for better prospects and after settling into a better job, they don't think about returning back to their old jobs. These are however trained enough to work in the system, but are voluntarily neither employed nor are willing to work in the field. This supply will be termed as the Latent supply of workforce, whereas, the flows such as

wastage and re-entry are associated with the Active Supply of the workforce in the system. (Refer Fig 3.2)

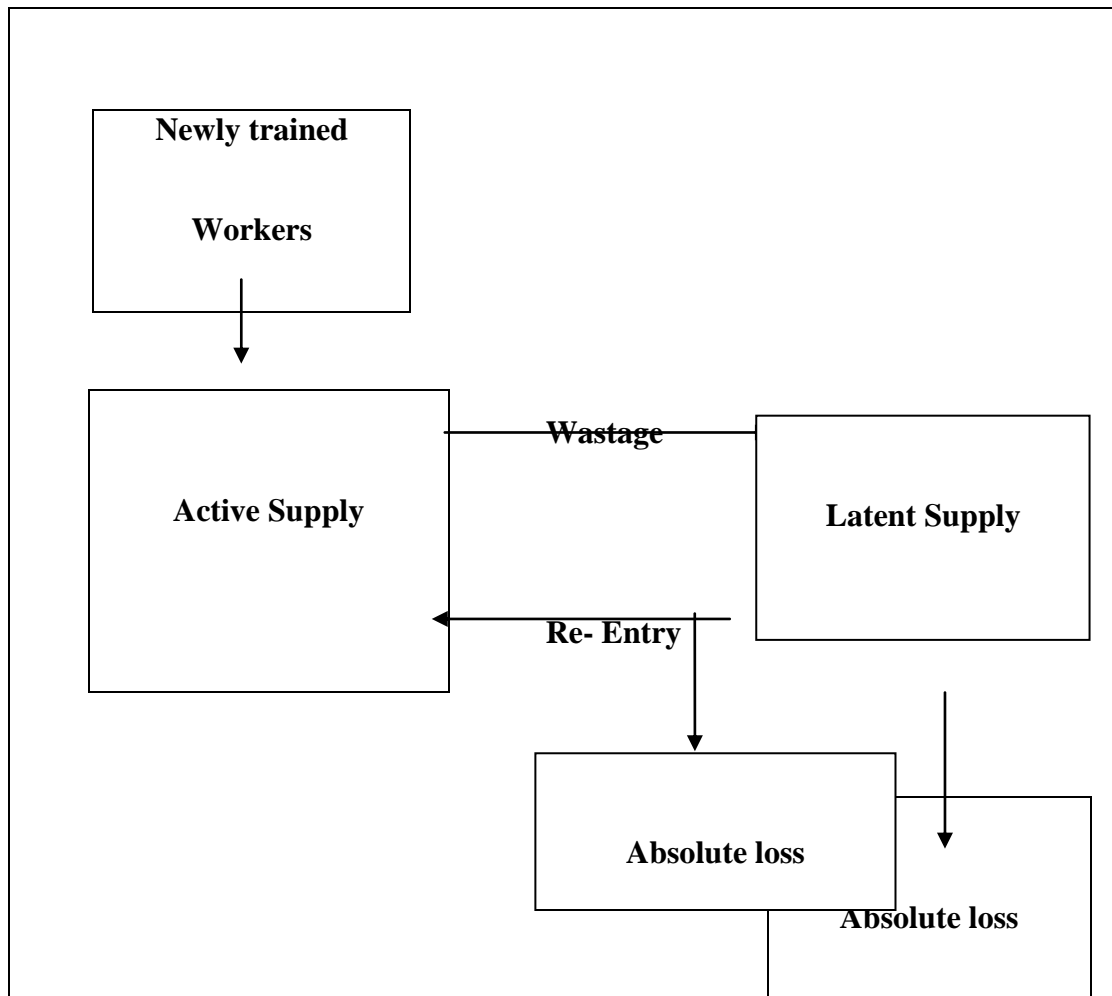


Figure 3.2: The Active and Hidden Supply

(Moore, 1982)

To measure the population of active supply, several elements such as rate of joining of new workers, rate of death of labors in the system and the rates of wastage and re-entry are considered.

To facilitate the projections, it is crucial to have a clear picture of the categories of workforce. For instance, there should be differentiation between information workers and librarians, so much so that only re-training would be sufficient to close the gap between the two distinctive categories of staff. (Moore, 1982)

Hence, the supply will be considered for the workforce who is either hired or looking for an opportunity. This is boosted with the number of new workers in the system as well as the re-entrants and is consequently affected when the workforce leave the system either temporarily (in case of wastage) or permanently (in terms of absolute loss). The figure below demonstrates the terms discussed above. (Refer Fig. 3.3) (Moore, 1982)

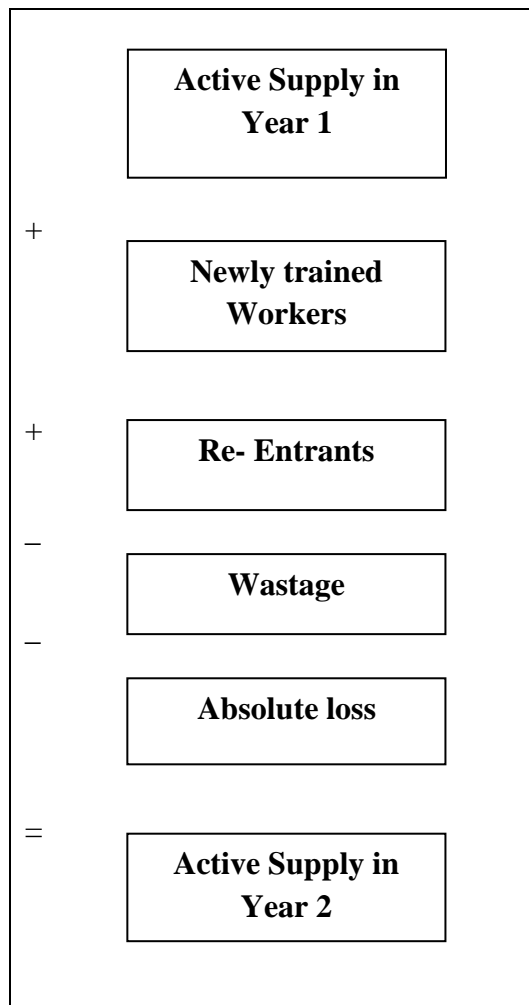


Figure 3.3: Change in Supply over a Period

(Moore, 1982)

3.5.2 Demand for Manpower Characteristics

Demand can be identified as the positions available at a particular period of time. The current demand comprises of the whole workforce whether currently engaged or are looking for opportunities.

Increases in the number of positions consequently affect the demand to grow. The current working scenario can be strained in case if new employees join the workforce. And in case if the organizations agree to make certain employee redundancies, then the demand decreases. The reasons of these redundancies can be numerous, such as implanting machineries to do the manual work, recovering financial losses etc. and such factors badly impact the financial situation of the organization.

Sometimes it becomes challenging in forecasting the demand as many aspects are to be considered. The procedures are not structured in a standard approach which makes it challenging for the organization to forecast the level of demand. Any detrimental fluctuation in the economy will affect the level of demand and this will be exposed as the growth of economy is extremely stimulating and the future trend can possibly depict that.

It is perceived that demand is variable and is exposed to several tendencies and the most essential element causing it can be the financial condition. (Refer Fig: 3.4)

The anticipated level of supply and demand can be moderated to investigate the number of positions to be created and the number of personnel to be appointed for training purposes. (Refer Fig. 3.5)

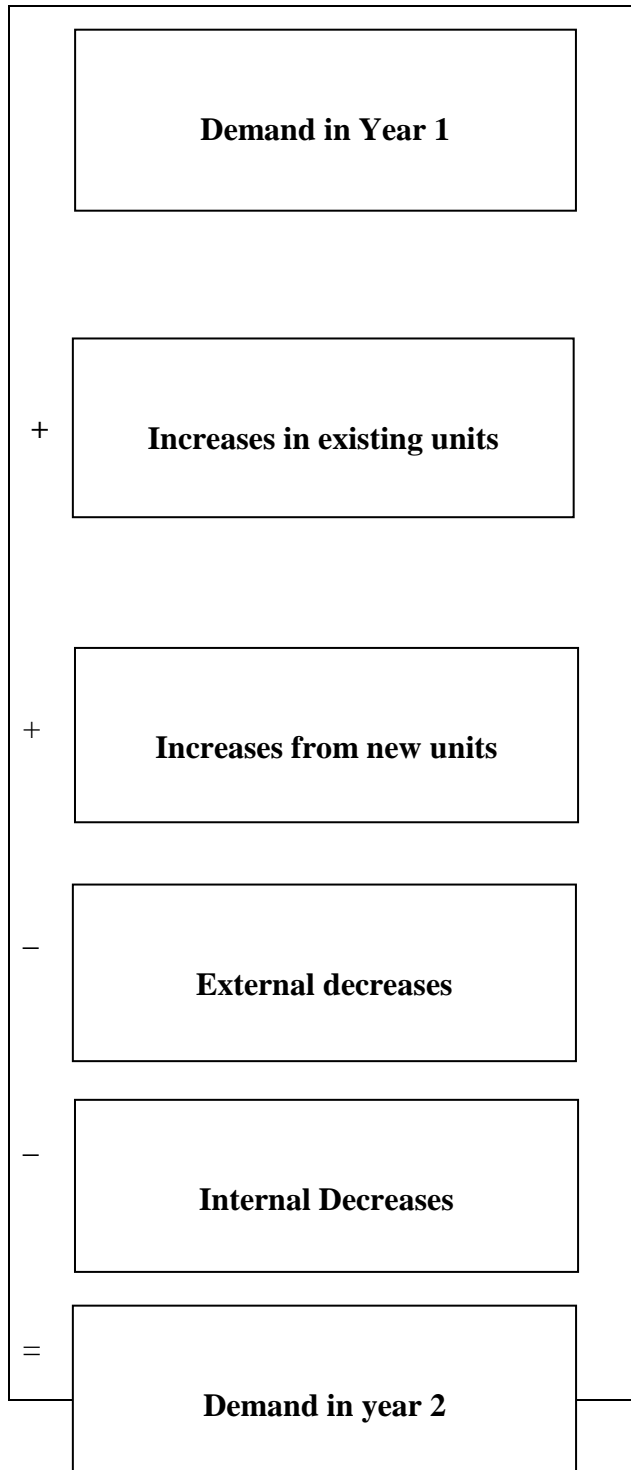


Figure 3.11 Changes in Demand

(Moore, 1982)

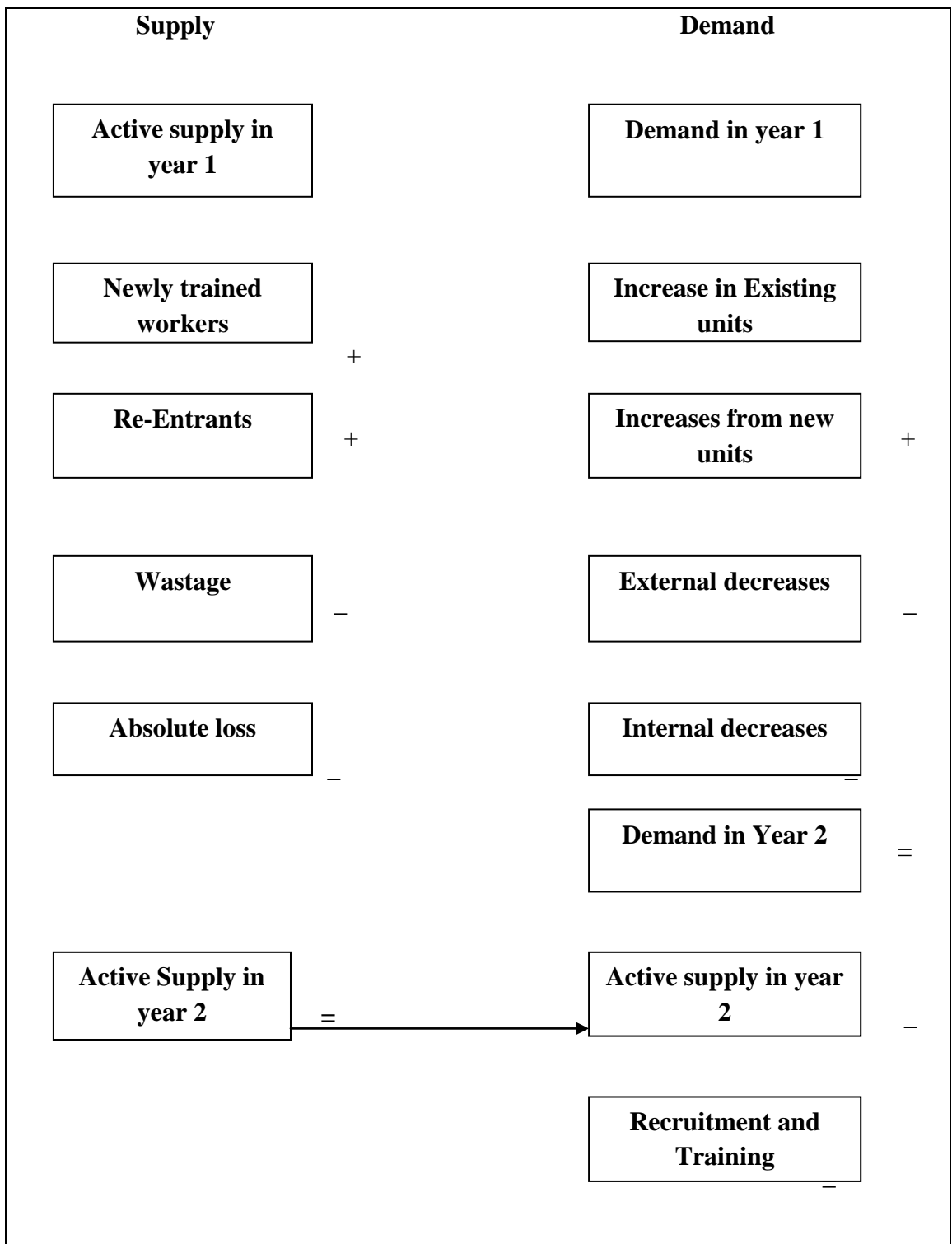


Figure 3.5: Calculating the Recruitment and Training Need

(Moore, 1982)

3.5.3 .. The Primary Design

Since all the elements of supply and demand have been mentioned, hence it becomes a simple task to place them in the form of equations and formulas for all sorts of future extrapolation.

The equation for supply is as follows:

$$\mathbf{S2 = S1 + A + B - C - D}$$

Where S1= supply at the beginning of the period

S2 = supply at the end of the period

A = the number of workers trained in the period

B = Re-entrance during the period

C = wastage during the period

D = absolute loss during the period (Moore, 1982)

Similarly of equation for demand is:

$$\mathbf{D2 = D1 + W + X - Y - Z}$$

Where D1 = demand at the beginning of the period

D2 = demand at the end of the period

W = increases from existing units during the period

X = increases from new units created during the period

Y = decreases from external factors during the period

Z = decreases from internal factors during the period

The overall recruitment and training requirement = $D2 - S2$ (Moore, 1982)

3.5.4 .. Information required operating the model

Calculating the averages will assist in projecting the future trend of demand and supply.

Although the LIS centers and institution cannot count on the averages but can certainly outline the future trend. The accuracy of the present averages will not signify any major

achievements nor can this data be relied upon but it can absolutely help in developing institutional strategies to a certain limit.

Even if there is much diversity, some tasks are easy to accomplish which requires clear past researches to generate the trend. To get started with the challenging project, the first task is to consider the size of the workforce in terms of supply and demand. The foundation of a complete design lays on this task and researching over it is considered to be essential.

The extrapolation of demand can be commenced by counting the number of positions of various staffs in the organization. The survey then can be carried out by accumulating the career specifics of the staffs including nature and quality of work done. This can be beneficial in evaluating the working number of staff whereas the jobs lost or the staff resignations will not be calculated as this would not add value to the calculation of wastage.

The survey can be carried out after a specific period of time to appraise the old data and examine the consistency of the previous statistics. A census of information workers and librarians at national level in Palestine, in general and in the Gaza strip in particular, can be the starting point for the development of the detailed survey.

Collecting information about wastage and re-entry is not an easy task. For some clarifications, the survey analysis can provide the answers, but for estimation, the answers are not enough. After completing two surveys, the difference between the populations will give the wastage occurred during that time period. Absolute loss can be calculated from information about the age structure of workforce. It is expected to be a fairly small foreseeable number.

3.5.5 .. Review of information source necessities in Gaza area

To collect the details about the LIS system needs a lot of consideration and focus. There should be some important techniques to handle the experienced workers so as to be certain about the improvement of certain institutions in the system.

3.5.6 .. The Manpower Planning Process

Human resource planning is essentially a simple process. The first step involves the prediction of manpower needs for a long period of time. The second step involves developing policies to guarantee that the long run stages of need and demand are balanced.

In reality, it is comparatively easy to make predictions for the long-term needs. In case if the current size of employees is known and information is available on the number of individuals joining and leaving the employees, it is possible to create reasonably accurate results. Over a time period, it is possible to improve the accuracy of results and to allow for some particular circumstances like high worker loss through relocation.

The need for detailed solutions especially for librarians and information workers relies on an extensive various socio economic aspects like areas of development, financial situation, size of the training and learning industry and stages of knowledge to be acquired. Even when a need predominates, it can only be modified in to a requirement when suppliers become accessible to create and develop detailed solutions. It is almost difficult to take full account of all these aspects, so substitute techniques must be designed to overcome this hindrance.

The prediction of future supply reveals the variety of individuals employed at the moment, along with the type of staff needed to be qualified at the existing stage, the existing stage of training provided and the probable rate of growth. Once the details are

known it is possible for policy makers, experienced librarians and information workers to look if their regional evaluations for the long-term provide the pace to keep up with understanding the need of the requirement process. Any difference between the levels of training providers and requirement can be excluded by either refining or shrinking the diversity of team qualified every year. This whole process is recurring, with the results of past trends offering a starting point for imminent period. With time, the human resources planners understand the effect of different factors and can develop the precision of the forecasts.

Survey of Library and Information Manpower Needs in the Gaza Strip

This study is designed to:

1. Provide the basis for an initial prediction of library and information workers' human resources needs
2. Help in the design of an improved human resources forecasting system which is being developed for the Gaza Strip

3.6 Application of the Forecasting Model in Palestine

In applying the forecasting model in Palestine, several decisions and modifications were made.

- A. Aggregation of Flows Operating on Supply
 1. When the researcher starts to calculate the overall wastage for each academic library and academic information center type and for the whole country, the association of information workers from one library type to another will be ignored.
 2. Absolute loss (retirement, detained, severely disabled, and death) will be calculated in different ways:

- Since the death rate is unusually high because of the war, the researcher will replace it with the death rate of employees in the service sector between the ages of 20 – 60 years, obtained from the Annual Bulletin for Vital Statistics, which was published by the United Nations.
- The second way is to calculate the absolute loss based on age of the respondents gathered through the questionnaires.

B. Aggregation of Flows Operating on Demand

1. On the demand side, in existing units or departments and increases the available units and departments were total and calculated as growth.
2. Decreases in demand either because of closure or reduction in staff size are avoided totally because in all institutions which will be surveyed, no reduction in staff size is anticipated. The reason is that staff size in all academic organizations in Palestine is already reduced as certain library workers were imprisoned, severely disabled, or migrated, as a result of the Israeli and Arab War (Al-Ansari, 1992).

3.7 Data Collection procedures

The researcher returned to the Gaza Strip in July 2004 to collect the necessary data. The first step was to locate the telephone numbers and addresses of all the academic libraries and other libraries selected to participate in the study. These other libraries were government, semi-government and private libraries.

The list of the telephone numbers and addresses of all these libraries was compiled from sources in the Library and Information Science Department with the help of the Ministry of Higher Education.

The information was collected from the following sources: (a) the Ministry of Culture, (b) the Palestinian Library and Information Association, and (c) the Ministry of Higher Education. The researcher also obtained a list of libraries and information centers available at the Department of Libraries and Information Science in the Ministry of Culture. Previous knowledge of the libraries existing in the Gaza Strip assisted in accomplishing this challenge as well.

The following Data Collection procedures were followed:

a) Interviews

The researcher contacted top officials in these academic organizations and obtained the name, telephone number, and address of the person responsible for library and information services in each of the institutions included in the study. Each individual was contacted by telephone for an interview appointment.

The researcher then visited each institution to interview the officials, head librarians, and directors of academic information centers identified in the population of the study. At the beginning of each interview, the researcher introduced himself, gave a brief overview of the study, and assured the interviewees of the confidentiality of their responses.

b) Questionnaires

The researcher also gave a copy of the questionnaire (refer to Appendix B), which was distributed within a particular institution to top officials, head librarians, and directors, and a cover letter (refer to Appendix B) from the researcher. In most cases, the researcher distributed the questionnaires personally to the respondents, explained the instrument to them, and asked them to complete, and return the questionnaire as soon as possible, or in some places, asked somebody to do that, where there were occupational obstacles. If some questionnaires were not returned within the time limit, the researcher tried contacting the respondents by telephone and urged them to complete

and return the instrument at the appointed time. With the cost of fares and difficulty in reaching some of the institutional libraries of the southern provinces of Gaza Strip such as school, public, mosque and the Faculty of science and technology Libraries in Khan-Younis, the director of these institution libraries or his secretary contacted and encouraged them to return the questionnaire.

The questionnaires were also distributed among school and technical college libraries. The researcher had discussed the matter with the director of the particular school and technical college libraries in the Ministry of Higher Education.

Because of the high number of the occupation checkpoints, the researcher relied on two assistants; one in the Northern provinces, and the other in the Southern provinces of Gaza Strip to help with following up on the questionnaires in the province's institutional libraries. The researcher gave each assistant packaged sets of questionnaires, which contained the participants' library workers' name and address and a cover letter from the researcher and another two internal official cover letters from the office of Minister of Higher Education, signed by the Assistant to the Minister of Higher Education, and the second from the office of Minister of Education signed by the Minister of Education encouraging the recipients to cooperate and return the questionnaires as soon as possible.

The whole process of conducting the interviews, distributing and collecting the questionnaires, and following up on unturned ones occurred from June 28, 2004 to August 31, 2004. As the whole world is well familiar with prevailing condition at the Gaza Strip, the researcher hereby, states that numerous checkpoints on the strip are taking a long time to complete the survey.

Not all individuals identified in the population of the study participated in the survey. Some of them were not able to hand out the questionnaires because of their

health conditions or their occupations while others were not available as they were on leave. The total number of the population was identified as information workers (82%) in Gaza Strip were of who returned complete questionnaires.

3.8 Analysis of Data

The researcher used descriptive statistical analysis to answer the following research questions by using statistical graph and percentages. To answer the research question 1 as shown below, the researcher used chi-square test.

A. Is there a relationship between the independent variables (size, age, gender, education level, and experience level) and the dependent variable (continuing education)?

The researcher has selected the chi-square test of independence; Chi-Square test is used to test the Null Hypothesis stating that there is no relationship between the independent variables (age, gender, education level, experience level, skills level, and language and the dependent variable (continuing education).

Chi square is a non-parametric test of statistical significance for bivariate tabular analysis. Any appropriately performed test of statistical significance lets you know the degree of confidence you can have in accepting or rejecting hypothesis. Typically, the hypothesis tested with chi square is whether or not two different samples (of people, texts, whatever) are different enough in some characteristic or aspect of their behavior that we can generalize from our samples that the populations from which our samples are drawn are also different in the behavior or characteristic (Georgetown University, 2008).

A Chi square determines whether there is a relation between two variables (i.e. whether there is a difference between percentage of the categories e.g. size, age, gender, experience level, education level). The level of significance α is set to 0.05 (i.e. if the P-

value is less than α , the difference will be significant, which means that the difference between the percent of the categories is not due to the sampling errors).

P-value: The p-value represents the probability of error that is involved in accepting our observed result as valid, that is, as "representative of the population (On other hand, the observed level of significance which stands for the probability of rejecting the Null Hypothesis H_0 while it is true. (i.e. concluding that there is a relation between the two variable while it is not true)

To draw the tables and draw the graphs the researcher used SPSS (Statistical Product and Service Solutions), and spread sheet software MS Excel used at the University Malaya, Malaysia computer center to obtain frequencies, and cross- tabulations for the data collected through the questionnaires. The researcher coded answers to open-ended questions of the interview schedules and comments. Later analysis and findings of the collected data were presented in the following chapters. The entire organizational framework of the study is depicted in Figure 3.6.

3.9 Summary

This chapter has discussed the research framework design that was adopted in order to accomplish the research effort. In essence, this study employed a mixed model research design integrating quantitative and qualitative approaches by using a questionnaire survey that included both objective and subjective questions. In addition to these, the researcher conducted interviews with appropriate top-level and mid-level officials in the Palestine who employed in the library information centers.

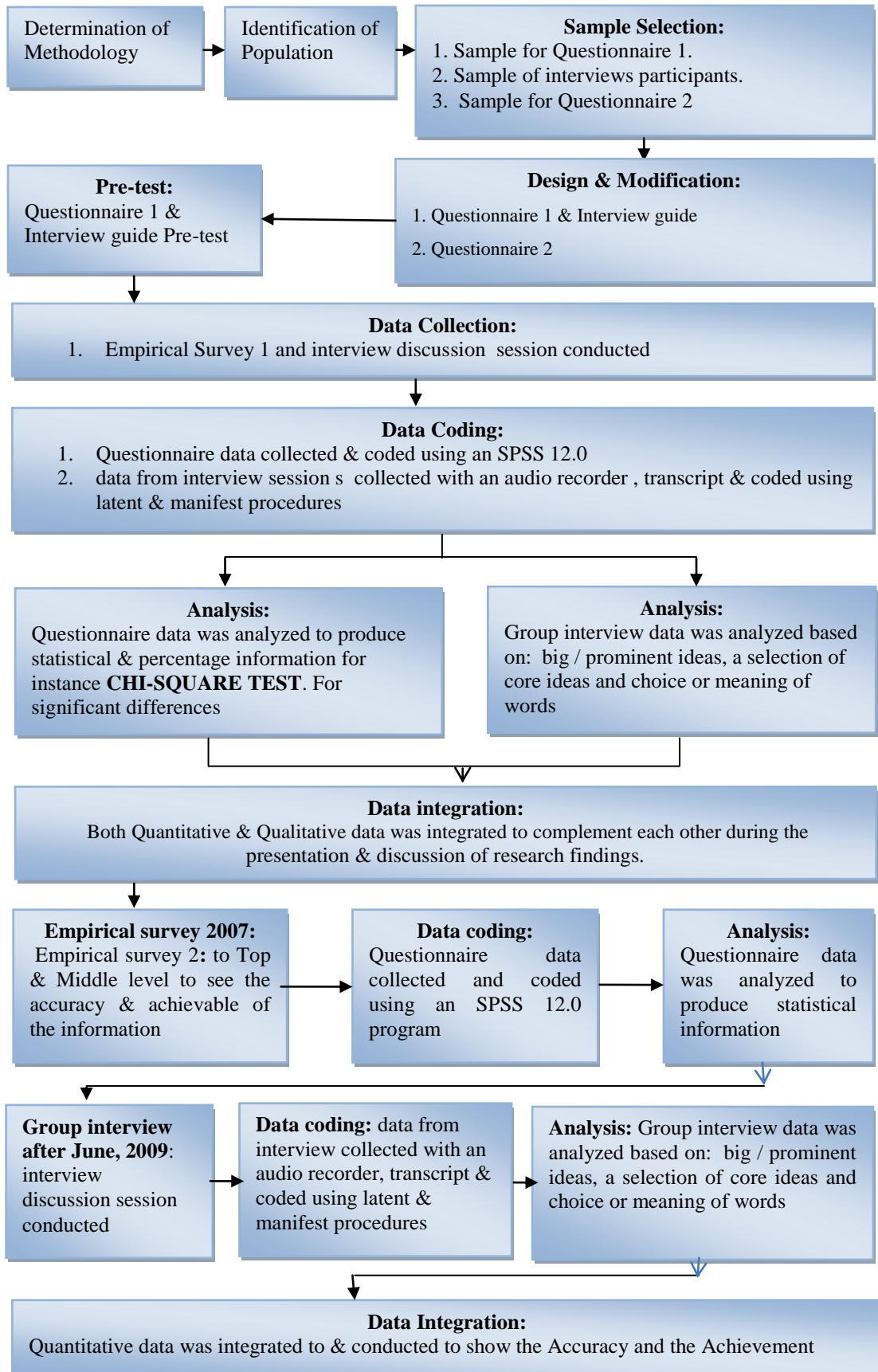


Figure 3.6: Organizational Framework of the Study

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 General Background

This chapter focuses on the Information collected through various sources like the questionnaires completed by Library and Information Workers in Gaza Strip, Palestine as well as the in-depth interviews with the Top Officials, Librarians, and Directors of Libraries or Information centers. The Information is categorized in two sections:

- (a) A Descriptive portfolio of present Information Workers
- (b) Their attitudes and beliefs about continuing education and training, and unresolved issues related to Human Resource Development.

The questionnaire was sent to 380 Information Workers at the Libraries and Information centers in Gaza Strip. This number depicts all the Information Workers who were employed and were working as Library Directors, Librarians and top officials in the 39 Institutions / Universities surveyed. Of the 380 Workers, 314 returned the questionnaire indicating that the response rate of 82% was obtained. The respondents included School Libraries, Mosque Libraries, Academic Libraries and Public Libraries. The School Libraries could further be classified into United Nation's School Libraries and Government School Libraries. The respondents included 187 School Libraries, out of which 42 were United Nation's School Libraries and 145 were Government School Libraries. Moreover, the respondents included 68 Mosque Libraries, 45 Academic Libraries and 14 Public Libraries. The data analysis using SPSS Version 12 was done for the four categories of libraries as mentioned in above.

Part I of the questionnaire has all together six questions which deal with demographic characteristics. To simplify the analysis the components of the six questions has merged in to one as follows:

Question 1: What are the demographic characteristics of current information workers in Gaza Strip in terms of size, gender, age, education level, experience level, skills level, language, and interest toward continuing education and training?

4.1.2 Profile of Current Information Workers

This section presents the demographic profile. The response percentages differ for each variable described.

The Professional status of the Information workers as depicted in Table 4.1 falls into three categories: Professionals (b) Para-Professionals - University Graduates (UG) and (c) Para-Professionals-Associate degrees (AD).

In School Libraries (containing responses from 187 information workers), the majority; 178 information workers were Para Professional University graduate, out of which, 52.9% are male and 42.2% are female workers. Following them were the Professional Information workers; 8, where 2.1% were male and 2.1% were female workers respectively. Only 1 of the Male Information worker held a Para professional Associate degree in School Libraries.

Similar was the case in Mosque Libraries, where 68 information workers responded. Majority; 46 information workers were Para Professional University graduates and all of them; 67.6% were male workers. Following them were the Professional Information workers; 13, where 17.6% of them were male and 1.5% was female. 9 (13.2%) of the Male Information workers held a Para professional Associate degree in Mosque Libraries.

The researcher witnessed a similar trend in the Academic Libraries, where 44 information workers responded. Majority; 21 information workers were Para Professional University graduates. 45.5% of them were male and 2.3% were female workers. Following them were the Professional Information workers; 20, where 31.8% of them were male and 13.6% were female. Only 3 (6.8%) of the Male Information workers held a Para professional Associate degree in Academic Libraries.

Only 15 information workers responded from the Public Libraries. Majority; 8 of them were male (40%) holding Para professional University degree and 13.3% of them were female workers holding the same degree. Following them were the Professional Information workers; 7, where 26.7% of them were female and 20% were male. None of the information worker from the public libraries held a Para professional Associate degree.

Table 4.1: Gender of the Respondents

(N=314)

Categories of Libraries	Academic Degree	Gender		Total
		Male	Female	
School Libraries	Professional	2.10%	2.10%	8
	Para professional UG	52.90%	42.20%	178
	Paraprofessional AD	0.00%	0.50%	1
Mosque Libraries	Professional	17.60%	1.50%	13
	Para professional UG	67.60%	0.00%	46
	Paraprofessional AD	13.20%	0.00%	9
Academic Libraries	Professional	31.80%	13.60%	20
	Para professional UG	45.50%	2.30%	21
	Paraprofessional AD	6.80%	0.00%	3
Public Libraries	Professional	20.00%	26.70%	7
	Para professional UG	40.00%	13.30%	8

Table 4.2 shows the Years of Experience of the respondents in terms of their gender. School Libraries (containing responses from 187 information workers) demonstrated the highest number of responses from the male (103) respondents, having the most work experience for 1 – 3 years (16.6%). Following them were the male respondents who reported having work experience for 4-6 years (10.7%), 7-9 years (10.2%), 10-13 years (9.6%), Less than 1 year (5.3%), 18-21 years (1.6%), 14-17 years (0.5%) and 22-35 years (0.5%) respectively.

The highest number of responses from the female (84) respondents indicated having the most work experience for 1 – 3 years (21.4%) as well, just like their male counterparts. Following them were the female respondents who reported having work experience for less than 1 year (7.5%), 4-6 years (7%), 7-9 years (5.3%), 18-21 years (1.6%), 10-13 years (1.1%) and 14-17 years (1.1%) respectively.

Mosque Libraries (containing responses from 68 information workers) demonstrated the highest number of responses from the male (67) respondents, having the most work experience for 4 – 6 years (35.3%). Following them were the male respondents who reported having work experience for 7-9 years (27.9%), 1-3 years (25%), Less than 1 year (4.4%), 14-17 years (4.4%) and 22-35 years (1.5%) respectively.

There was only 1 female respondent who indicated having the most work experience for Less than 1 year (1.5%).

Just like the Mosque Libraries, majority of the male respondents (37) in the Academic Libraries (44 information workers) demonstrated having the most work experience for 4-6 years (29.5%). Following them were the male respondents who reported having work experience for 7-9 years (25%), 1-3 years (15.9%), 10-13 years (9.1%), 18-21 years (2.3%) and 22-35 years (2.3%) respectively.

Out of the 7 female respondents of the Academic Library, majority reported having work experience for 1-3 years (4.5%), 4-6 years (4.5%) and 10-13 years (4.5%) respectively, were only 2.3% reported to have a work experience of less than 1 year.

Respondents from the Public libraries reported a similar response like those of respondents from Mosque and Academic Libraries where majority of the male respondents (9 out of the 15 information workers) responded having the most work experience for 4-6 years (40%). Following them were the male respondents who reported having work experience for 1-3 years (6.7%), 10-13 years (6.7%) and 22-35 years (6.7%) respectively.

Out of the 6 female respondents of the Public Libraries, majority reported having work experience for 1-3 years (13.3%) and 7-9 years (13.3%) respectively, where 6.7% of them reported having work experience for less than 1 year and 18-21 years respectively.

Table 4.2: Respondents Years of experiences

(N=314)

Category of Libraries		< 1 year	1 - 3 years	4 - 6 years	7- 9 years	10-13 years	14-17 years	18-21 years	22-35 years	Total
School Library	M	5.30%	16.60%	10.70%	10.20%	9.60%	0.50%	1.60%	0.50%	103
	F	7.50%	21.40%	7.00%	5.30%	1.10%	1.10%	1.60%	0.00%	84
Mosque Library	M	4.40%	25.00%	35.30%	27.90%	-	4.40%	-	1.50%	67
	F	1.50%	0.00%	0.00%	0.00%	-	0.00%	-	0.00%	1
Academic Library	M	0.00%	15.90%	29.50%	25.00%	9.10%	-	2.30%	2.30%	37
	F	2.30%	4.50%	4.50%	0.00%	4.50%	-	0.00%	0.00%	7
Public Library	M	0.00%	6.70%	40.00%	0.00%	6.70%	-	0.00%	6.70%	9
	F	6.70%	13.30%	0.00%	13.30%	0.00%	-	6.70%	0.00%	6

Table 4.3 shows the Ages of the respondents in terms of their gender. School Libraries (containing responses from 187 information workers) demonstrated that the majority of the male respondents (103) were aged 31-35 (10.2%), 41-45 (10.2%) and 51-55 (10.2%) respectively. Following them were male respondents aged 36-40 (9.6%), 46-50 (8.6%), 26-30 (3.2%), 25 years or less (1.6%) and 56 and more (1.6%) respectively.

The highest number of female respondents (84) from the School Libraries indicated their ages to be 26-30 (9.1%), where the rest indicated to be aged 31-35

(8.6%), 36-40 (8%), 41-45 (7.5%), 46-50 (5.9%), 51-55 (3.2%) and 25 or less (2.7%) respectively.

Like the School Libraries, Mosque Libraries demonstrated that the majority of the male respondents (66) were aged 31-35 (23.9%). Following them were male respondents aged 36-40 (14.9%), 41-45 (14.9%), 51-55 (14.9%), 46-50 (11.9%), 26-30 (9%), 56 and more (6%) and 25 years or less (3%) and respectively.

The only female respondent (1) from the Mosque Libraries indicated her ages to be 25 or less (1.5%).

The Male respondents (37) of the Academic Libraries just like the School and the Mosque Libraries reported that they were aged 31-35 (22.7%). Following them were male respondents aged 36-40 (20.5%), 41-45 (13.6%), 26-30 (11.4%), 46-50 (6.8%), 51-55 (4.5%), 56 and more (2.3%) and 25 years or less (2.3%) and respectively.

The highest number of female respondents (7) from the Academic Libraries indicated their ages to be 25 or less (6.8%), where the rest indicated to be aged 26-30 (2.3%), 31-35 (2.3%), 36-40 (2.3%) and 41-45 (2.3%) respectively.

The highest number of Male respondents (9) from the Public Libraries reported that they were aged 25 years or less (20%). Following them were male respondents aged 41-45 (13.3%), 26-30 (6.7%), 31-35 (6.7%), 36-40 (6.7%), and 56 and more (6.7%) respectively.

The highest number of female respondents (6) from the Public Libraries indicated their ages to be 25 or less (20%), where the rest indicated to be aged 31-35 (13.3%), and 46-50 (6.7%) respectively.

Table 4.3: Age of Respondents
(N=314)

Categories of Libraries		25 or Less	26-30	31-35	36-40	41-45	46-50	51-55	56 and More	Total
School Library	M	1.60%	3.20%	10.20%	9.60%	10.20%	8.60%	10.20%	1.60%	103
	F	2.70%	9.10%	8.60%	8.00%	7.50%	5.90%	3.20%	-	84
Mosque Library	M	3.00%	9.00%	23.90%	14.90%	14.90%	11.90%	14.90%	6.00%	66
	F	1.50%	-	-	-	-	-	-	-	1
Academic Library	M	2.30%	11.40%	22.70%	20.50%	13.60%	6.80%	4.50%	2.30%	37
	F	6.80%	2.30%	2.30%	2.30%	2.30%	-	-	-	7
Public Library	M	20.00%	6.70%	6.70%	6.70%	13.30%	-	-	6.70%	9
	F	20.00%	-	13.30%	-	-	6.70%	-	-	6

Table 4.4 indicates Professional Status and Location of the respondents with reference to their work.

In the School Libraries, a total of 160 information workers (out of the 187 information workers); 4.30% professionals, 80.7% Para professionals holding university degrees, 0.5% Para professionals holding associate degrees, worked in the cities. However, 27 of the information workers; 14.4% of the Para professionals holding University degrees stayed outside the city.

Talking about the Mosque Libraries, a total of 61 information workers (out of the 68 information workers); 16.2% professionals, 61.8% Para professionals holding university degrees, 11.8% Para professionals holding associate degrees, worked in the cities. However, 7 of the information workers; 2.9% professionals, 5.9% Para professionals holding university degrees, 1.5% Para professionals holding associate degrees, stayed outside the city.

Majority of the respondents from the Academic Libraries, a total of 34 information workers (out of the 44 information workers); 31.8% professionals, 38.6% Para professionals holding university degrees, 6.8% Para professionals holding associate degrees worked in the cities. However, 10 of the information workers; 13.6% professionals, 9.1% Para professionals holding University degrees stayed outside the city.

In the Public Libraries, a total of 13 information workers (out of the 15 information workers); 46.7% professionals, 40% Para professionals holding university degrees, worked in the cities. However, only 2 of the information workers; 13.3% of the Para professionals holding University degrees stayed outside the city.

Table 4.4: Professional Status and Location With Reference to Work

(N=314)

Categories of library		Professional	Para- Professional UG	Para Professional AD	Total
School Library	in the City	4.30%	80.70%	0.50%	160
	out of the City	-	14.40%	-	27
Mosque Library	in the City	16.20%	61.80%	11.80%	61
	out of the City	2.90%	5.90%	1.50%	7
Academic Library	in the City	31.80%	38.60%	6.80%	34
	out of the City	13.60%	9.10%	-	10
Public Library	in the City	46.70%	40.00%	-	13
	out of the City	0.00%	13.30%	-	2

Table 4.5 shows a brief yet comprehensive portfolio of the libraries and the educational level of their respective information workers with reference to their gender.

Majority (171) of the respondents from the School Libraries (187 information workers) indicated 'Other' as their educational level, out of which 50.3% were male and

41.2% were female. Following them, 5 respondents reported having 'BA in LIS' (where 1.6% were female and 1.1% were male) and 'Diploma after High School' (where 1.6% were male and 1.1% were female), respectively, as their level of Education. 4 of the respondents; 1.1% male and 1.1% female, reported 'Diploma after BA' as their level of Education. Only 2 of the male respondents (1.1%) indicated 'High School' as their Level of Education.

Majority (36) of the respondents from the Mosque Libraries (68 information workers) indicated 'Other' as their educational level, out of which 52.9% were male. Following them, 13 (19.1%) of the male respondents indicated 'Diploma after BA', 9 (13.2% of the male respondents indicated 'High School', 6 (8.8%) of the male respondents indicated 'Diploma after High School', 3 of the respondents reported indicated 'BA in LIS' (where 2.9% were male and 1.5% were female) and only 1 (1.5%) of the male respondent indicated 'Masters in LIS', respectively, as their level of Education.

Talking about the Academic Libraries, majority (18) of the respondents indicated 'Other' as their educational level, out of which 38.6% were male and 2.3% were female. Following them, 11 of the respondents indicated 'BA in LIS' as their Level of Education, out of which 13.6% were male and 11.4% were female. 5 of the respondents indicated 'Diploma after BA' as their Level of Education, out of which 9.1% were male and 2.3% were female. 4 (9.1%) of the male respondents indicated 'High School' and 'Diploma after High School' as their level of education respectively. Only 2 (4.5%) of the male respondents indicated 'Masters in LIS' as their level of Education.

Majority (7) of the respondents in the Public Libraries indicated 'Other' as their educational level, out of which 40% were male and 6.7% were female. Following them, 4 of the respondents indicated 'Masters in LIS' as their Level of Education, out of

which 13.3% were male and 13.3% were female. 3 of the respondents indicated ‘BA in LIS’ as their Level of Education, where all the respondents were female (20%). Only 1 (6.7%) of the male respondents indicated ‘Diploma after BA’ as his level of Education.

Table 4.5: Level of Education
(N=314)

Library Categories		Gender		Total	Library Categories		Gender		Total
		Male	Female				Male	Female	
School Library	High School	1.10%	0.00%	2	Academic Library	High School	9.10%	0.00%	4
	Diploma After High School	1.60%	1.10%	5		Diploma After High School	9.10%	0.00%	4
	BA in LIS	1.10%	1.60%	5		BA in LIS	13.60%	11.40%	11
	Diploma after BA	1.10%	1.10%	4		Diploma after BA	9.10%	2.30%	5
	Others	50.30%	41.20%	171		Master In LIS	4.50%	0.00%	2
	Total	103	84	187		Others	38.60%	2.30%	18
Mosque Library	High School	13.20%	0.00%	9	Total	37	7	44	
	Diploma After High School	8.80%	0.00%	6	Public Library	BA in LIS	0.00%	20.00%	3
	BA in LIS	2.90%	1.50%	3		Diploma after BA	6.70%	0.00%	1
	Diploma after BA	19.10%	0.00%	13		Master In LIS	13.30%	13.30%	4
	Master In LIS	1.50%	0.00%	1		Others	40.00%	6.70%	7
	Others	52.90%	0.00%	36		Total	9	6	15
	Total	67	1	68					

Table 4.6 indicates the Languages spoken by the respondents. The Main languages selected for the study were: Arabic and English. Respondents were allowed to indicate their proficiency in the other language that they spoke / were proficient in, by choosing 'Other'.

From the School libraries, 59.6% of the respondents (out of the 187 information workers) indicated that they were able to speak 'Arabic' language, while 35.7% were able to speak in 'English' language and 23.9% of them were not able to speak in English. Only 8.9% of them indicated that they were able to speak in 'Other' language(s) apart from Arabic and English, whereas 50.6% were not able to do so.

In the Mosque libraries, 21.3% of the respondents (out of the 68 information workers) indicated that they were able to speak 'Arabic' language; 0.3% was not able to speak in Arabic. While only 11.1% were able to speak in 'English' language and 10.5% of them were not able to speak in English. Only 3.2% of them indicated that they were able to speak in languages 'Other' than Arabic and English, whereas 18.5% were not able to do so.

For the Academic libraries, 14% of the respondents (out of the 44 information workers) indicated that they were able to speak 'Arabic' language. While only 11.1% were able to speak in 'English' language and 2.9% of them were not able to speak in English. Only 5.1% of them indicated that they were able to speak in languages 'Other' than Arabic and English, whereas 8.9% were not able to do so.

In the Public libraries, 4.8% of the respondents (out of the 15 information workers) indicated that they were able to speak 'Arabic' language. While only 3.8% were able to speak in 'English' language and 1% of them were not able to speak in

English. Only 1.9% of them indicated that they were able to speak in languages ‘Other’ than Arabic and English, whereas 2.9% were not able to do so.

Overall, 313 of the respondents (out of the 314 information workers) indicated that they were able to speak ‘Arabic’ language; only 1 of the respondent was not able to speak in Arabic. 194 of the respondents were able to speak in ‘English’ language and 120 of them were not able to speak in English. Only 60 of them indicated that they were able to speak in languages ‘Other’ than Arabic and English, whereas 254 of them were not able to do so.

Table 4.6: Languages Spoken by Respondents
(N=314)

Categories of Libraries	Arabic		English		Others		Total
	Yes	No	Yes	No	Yes	No	
School Library	59.60%	-	35.70%	23.90%	8.90%	50.60%	187
Mosque Library	21.30%	0.30%	11.10%	10.50%	3.20%	18.50%	68
Academic Library	14.00%	-	11.10%	2.90%	5.10%	8.90%	44
Public Library	4.80%	-	3.80%	1.00%	1.90%	2.90%	15
Total	313	1	194	120	60	254	314

Table 4.7 further indicates the level of English and proficiency demonstrated by the respondents while reading and speaking.

From the School libraries, majority; 23.9% of the respondents (out of the 187 information workers) indicated that they were ‘Very Poor’ in reading English. While 19.7% of them were ‘Very Good’ in reading English, 13.4% of them indicated that they

were 'Good', 1.30% stated that they were 'Excellent' and 1.30% said that they were 'Poor' in reading English.

Similar was the case when we look at the English Speaking proficiency of the respondents from the School Libraries, where the majority; 23.9% of them (out of the 187 information workers) indicated that they were 'Very Poor' in speaking English. While 16.2% of them were 'Very Good', 9.2% of them were 'Good', 8.9% said that they were 'Poor', and only 1.30% stated that they were 'Excellent' in speaking English.

In the Mosque libraries, majority; 10.5% of the respondents (out of the 68 information workers) indicated that they were 'Very Poor' in reading English. While 6.1% of them were 'Very Good' in reading English, 4.5% of them indicated that they were 'Good', and only 0.6% stated that they were 'Excellent' in reading English.

Talking about the English Speaking proficiency of the respondents from the Mosque Libraries, the majority; 12.4% of them (out of the 68 information workers) indicated that they were 'Very Poor' in speaking English. While 3.8% stated that they were 'Very Good', 2.9% of them were 'Good', 2.2% said that they were 'Poor', and only 0.30% stated that they were 'Excellent' in speaking English.

Academic libraries showed a different trend where majority; 5.7% of the respondents (out of the 44 information workers) indicated that they were 'Very Good' in reading English. While 3.8% of them were 'Good', 2.9% of them indicated that they were 'Very Poor', 1% stated that they were 'Excellent' and only 0.6% stated that they were 'Poor' in reading English.

Similar was the trend when it came to English Speaking proficiency of the respondents from the Academic Libraries where the majority; 5.1% of them (out of the 44 information workers) indicated that they were 'Very Good' in speaking English.

While 3.8% stated that they were 'Good', 2.9% of them were 'Very Poor', 1.3% said that they were 'Poor', and only 1% stated that they were 'Excellent' in speaking English.

In Public libraries majority; 1.9% of the respondents (out of the 15 information workers) indicated that they were 'Very Good' and 'Good' in reading English respectively. While 0.6% of them were 'Very Poor' and only 0.3% of them indicated that they were 'Poor' in reading English.

When it came to English Speaking proficiency of the respondents from the Public Libraries majority; 1.6% of them (out of the 15 information workers) indicated that they were 'Very Good' in speaking English. While 1.3% stated that they were 'Good' and 'Poor' respectively and only 0.6% of them indicated that they were 'Very Poor' in speaking English.

Overall, majority; 119 of the respondents (out of 314 information workers) indicated that they were 'Very Poor' in reading English, while 105 of them were 'Very Good', 74 of them indicated that they were 'Good', only 9 of them stated that they were 'Excellent' and 7 of them stated that they were 'Poor' in reading English.

Talking about the speaking proficiency of the respondents overall, majority; 125 of the respondents (out of 314 information workers) indicated that they were 'Very Poor' in reading English, while 84 of them were 'Very Good', 54 of them indicated that they were 'Good', 43 of them stated that they were 'Poor' and only 8 of them stated that they were 'Excellent' in speaking English.

Table 4.7: English Language
(N=314)

Level of Language	School Library	Mosque Library	Academic Library	Public Library	Total
Reading					
Very Poor	23.90%	10.50%	2.90%	0.60%	119
Poor	1.30%	-	0.60%	0.30%	7
Good	13.40%	4.50%	3.80%	1.90%	74
Very Good	19.7%	6.10%	5.70%	1.90%	105
Excellent	1.30%	0.60%	1.00%	-	9
Total	187	68	44	15	314
Speaking					
Very Poor	23.90%	12.40%	2.90%	0.60%	125
Poor	8.90%	2.20%	1.30%	1.30%	43
Good	9.20%	2.90%	3.80%	1.30%	54
Very Good	16.20%	3.80%	5.10%	1.60%	84
Excellent	1.30%	0.30%	1.00%	-	8
Total	187	68	44	15	314

Table 4.8 indicates the level and proficiency of ‘Other language(s)’ demonstrated by the respondents while reading and speaking.

From the School libraries, majority; 51% of the respondents (out of the 187 information workers) indicated that they were ‘Very Poor’ in reading ‘Other Language’. While 5.4% of them were ‘Very Good’ in reading, 2.5% of them indicated that they

were 'Good', 0.30% stated that they were 'Excellent' and 'Poor' in reading 'Other Language' respectively.

Similar was the case with the 'Other Language' speaking proficiency of the respondents from the School Libraries, where 50.3% out of the 187 information workers indicated that they were 'Very Poor' in speaking 'Other Language'. In addition, 5.1% of them were 'Very Good', 2.2% of them were 'Good', 1.6% said that they were 'Poor', and only 1.30% stated that they were 'Excellent' in speaking 'Other Language'.

In the Mosque libraries, majority; 17.5% of the respondents (out of the 68 information workers) indicated that they were 'Very Poor' in reading 'Other Language'. While 1.9% of them were 'Very Good', 1.3% of them indicated that they were 'Good', and only 1% stated that they were 'Poor' in reading 'Other Language'.

Talking about the 'Other Language's Speaking proficiency of the respondents from the Mosque Libraries, the majority; 18.8% of them (out of the 68 information workers) indicated that they were 'Very Poor' in speaking 'Other Language'. While 1.6% stated that they were 'Very Good', 1% of them were 'Poor' and only 0.30% stated that they were 'Good' in speaking 'Other Language'.

In Academic libraries majority; 8.9% of the respondents (out of the 44 information workers) indicated that they were 'Very Poor' in reading 'Other Language'. While 4.1% of them were 'Good' and only 1% of them stated that they were 'Poor' in reading 'Other Language'.

Similar was the trend when it came to 'Other Language' Speaking proficiency of the respondents from the Academic Libraries where the majority; 8.9% of them (out of the 44 information workers) indicated that they were 'Very Poor' in speaking 'Other

Language'. While 3.8% stated that they were 'Good' and only 1.3% said that they were 'Poor' in speaking 'Other Language'.

In Public libraries majority; 2.9% of the respondents (out of the 15 information workers) indicated that they were 'Very Poor' in reading 'Other Language'. While 1.3% of them were 'Good' and only 0.3% of them indicated that they were 'Poor' and 'Very Good' in reading 'Other Language' respectively.

When it came to 'Other Language's Speaking proficiency of the respondents from the Public Libraries, majority; 2.9% of them (out of the 15 information workers) indicated that they were 'Very Poor' in speaking 'Other Language'. While 1.6% stated that they were 'Good' and only 0.3% of them indicated that they were 'Very Good' in speaking 'Other Language'.

Overall, majority; 252 of the respondents (out of 314 information workers) indicated that they were 'Very Poor' in reading 'Other Language', while 29 of them were 'Good', 24 of them indicated that they were 'Very Good', 8 of them stated that they were 'Poor' and only 1 of them stated that he/she was 'Excellent' in reading 'Other Language'.

Talking about the speaking proficiency of the respondents overall, majority; 254 of the respondents (out of 314 information workers) indicated that they were 'Very Poor' in speaking 'Other Language', while 25 of them were 'Good', 22 of them indicated that they were 'Very Good', 12 of them stated that they were 'Poor' and only 1 of them stated that he/she was 'Excellent' in speaking 'Other Language'.

Table 4.8: Others Language Level
(N=314)

Language Level	School Library	Mosque Library	Academic Library	Public Library	Total
Reading					
Very Poor	51.00%	17.50%	8.90%	2.90%	252
Poor	0.30%	1.00%	1.00%	0.30%	8
Good	2.50%	1.30%	4.10%	1.30%	29
Very Good	5.40%	1.90%	-	0.30%	24
Excellent	0.30%	-	-	-	1
Total	187	68	44	15	314
Speaking					
Very Poor	50.30%	18.80%	8.90%	2.90%	254
Poor	1.60%	1.00%	1.30%		12
Good	2.20%	0.30%	3.80%	1.60%	25
Very Good	5.10%	1.60%	-	0.30%	22
Excellent	0.30%	-	-	-	1
Total	187	68	44	15	314

Table 4.9 indicates Professional Status and Location of the respondents with reference to their work.

In the School Libraries, a total of 160 information workers (out of the 187 information workers); 4.30% professionals, 80.7% Para professionals holding university degrees, 0.5% Para professionals holding associate degrees, worked in the cities. However, 27 of the information workers; 14.4% of the Para professionals holding University degrees stayed outside the city.

Talking about the Mosque Libraries, a total of 61 information workers (out of the 68 information workers); 16.2% professionals, 61.8% Para professionals holding university degrees, 11.8% Para professionals holding associate degrees, worked in the cities. However, 7 of the information workers; 2.9% professionals, 5.9% Para professionals holding university degrees, 1.5% Para professionals holding associate degrees, stayed outside the city.

Majority of the respondents from the Academic Libraries, a total of 34 information workers (out of the 44 information workers); 31.8% professionals, 38.6% Para professionals holding university degrees, 6.8% Para professionals holding associate degrees worked in the cities. However, 10 of the information workers; 13.6% professionals, 9.1% Para professionals holding University degrees stayed outside the city.

In the Public Libraries, a total of 13 information workers (out of the 15 information workers); 46.7% professionals, 40% Para professionals holding university degrees, worked in the cities. However, only 2 of the information workers; 13.3% of the Para professionals holding University degrees stayed outside the city.

Table 4.9: Professional Status and Location With Reference to Work
(N=314)

Categories of library		Professional	Para- Professional UG	Para Professional AD	Total
School Library	in the City	4.30%	80.70%	0.50%	160
	out of the City	-	14.40%		27
Mosque Library	in the City	16.20%	61.80%	11.80%	61
	out of the City	2.90%	5.90%	1.50%	7
Academic Library	in the City	31.80%	38.60%	6.80%	34
	out of the City	13.60%	9.10%	-	10
Public Library	in the City	46.70%	40.00%	-	13
	out of the City	0.00%	13.30%	-	2

Part II of the questionnaire analysis Question 1 to Question 8.

4.1.3 .. Continuing Education and Further Training

Part II of the questionnaire asked the respondents about their interest in continuing education, additional training and their subject area preference for further studies.

As a matter of fact, training for most of the libraries workers is a must because training is necessary to continue their studies in the area of technology and job-oriented skills. To ask intensively for middle and top management offices is normal, especially that the libraries in these areas do not provide the training needed.

To continue tutoring is crucial for specialized librarians to keep speed with the ever-changing talent difficulties. Throughout the study, researcher proposes that librarians gradually assume management roles and execute supervisory tasks and therefore need preparation in these areas. The findings of the research are supported by research done by OCLC, (2012), & Mathewa, (2011).

Training in IT skills has become a constant need because librarianship continuously develops into a high-tech occupation. In fact, one of the findings from the current study by the Cultural Human Resource Council (2002) was that the growing diversity of information arrangements and rescue techniques as well as the increase in interdisciplinary information supplies and practices together with fast changes in technology require progressive training for workers, affecting both new technologies and administration. The active situation in libraries means that constant training for all levels of librarians is possibly more essential now than before. While libraries are regarded to be the most reliable for the long-term training of librarians and library schools also have equal importance. Of course, librarians themselves must also make use of the lifelong education chances offered by their bosses. However, these

advantages can be presented in such a way as to enhance contribution. The findings of a Quebec study suggest that librarians tend to do training where they can postpone expenses to their employer and when they are given chance to take part in training; they are accessible through operating hours (Bergeron, et al., 1998). Also the findings are supported by two other researchers (Lo, 2008; Mathewa, 2011). Lo's findings showed that professional staff in libraries have to undergo job related training. While the findings of Mathewa's, showed that continuing education programs are relevant for professional development of staff which should also include all library workers level.

To study the factors that might affect the continuation of study of library workers, the researcher used the chi-square test to find out whether there is a relationship between each of the demographical variables (age, gender, education level, experience level, and language) and the continuing education.

The data analysis that is carried out from this point would answer the sub question of RQ1. The sub research question is as follows:

- Is there a relationship between the independent variables (age, gender, education level, experience level, skills level, and language) and the dependent variable (continuing education)?

Table 4.10: Continue Education by Job Title
(N=314)

Job title	Continue Education		p-value	Chi-Square Value
	No N (%)	Yes N (%)		
Professional	8 (14.3%)	48(85.7%)	< .0005	23.443
Para-Professionals (University Graduates)	30 (34.9%)	56 (65.1%)		
Para-Professionals (Associate Degrees)	84 (50.0%)	84 (50.0%)		

When testing the relation between job title and the motivation of continuing education, the Null Hypothesis (H0) is rejected (p = 0.0005) and it can be concluded

that there is a relationship between the job categories and the motivation of continuing education. A professional is a person who has more desire and interest to continue his / her postgraduate studies that is because the professional has more knowledge, experience and deep understanding of the weaknesses and strengths of his / her profession and knows about the areas which need to be developed. He / she is highly motivated to create new positions in the field for new people and develops new software related to the library for satisfying the needs of the customers. Furthermore, he/she is the one present to identify his / her major strength and work on the major weakness in the field. The results showed that 48 (85.7%) responded “yes” and wanted to pursue their studies further in the same field for various reasons like better prospects, better understanding of work etc. while the rest; 8 (14.3%) of them do not intend to do that because of various reasons like job constraints, lack of system, improper planning, lack of retirement plan etc.

Among Para-Professionals (graduate professionals from same / different fields), the results showed that just 56 (65.1%) responded “yes” to continuing education, while 30 (34.9%) responded as “no”.

When one looks at the response of Para-professionals (professionals from same / different fields, holding associate degrees), the results showed a rather neutral response i.e. 84 (50%) responded “yes” to continuing education, while 84 (50%) responded as “no”.

Table 4.11: Continue Education by Gender
(N=314)

Gender	Continue Education		p-value	Chi-Square Value
	No N (%)	Yes N (%)		
Male	70 (22.29%)	144 (45.85.2%)	0 .001	10.822
Female	50 (15.92%)	44 (14.01%)		

When testing the relation between Gender and the motivation of continuing education, the Null Hypothesis (H0) is rejected ($p = 0.001$) and it can be concluded that there is a relationship between the Gender and the motivation of continuing education.

Among male respondents, 144 (45.85%) intend to continue their studies, while 70 (22.29%) don't intend so. Talking about the female respondents, 44 (14.01%) were in the favor of continuation, whereas, 50 (15.92%) were against it due to personal reasons like marriages, household chores and raising children etc.

The more justifiable reasons behind such results can be described as following:

- Palestine consists of male dominating tribes and societies.
- It is generally believed that a male can study further even if he has to go abroad for that whereas female has to face a lot of difficulties while doing so.
- Work in the library is considered as tough for women.
- Families mostly prefer their females to stay at home and bring the children up rather than asking them to work etc.

Overall, the results are quite positive as 188 (60.6%) respondents wanted to continue their education while 122 (39.4%) were not bothered about it.

Table 4.12: Continue Education by Age
(N=314)

Age	Continue Education		Total	P-value	Chi-Square Value
	No N (%)	Yes N (%)			
20- 30 Years Old	22 (40.0%)	33 (60.0%)	55 (100.0%)	0.840	.838
30 - 40 Years Old	47 (40.2%)	70 (59.8%)	117 (100.0%)		
40 - 50 Years Old	33 (35.9%)	59 (64.1%)	92 (100.0%)		
50 or Older	20 (43.5%)	26 (56.5%)	46 (100.0%)		
Total	122 (39.4%)	188 (60.6%)	310 (100.0%)		

When testing the relation between Age and the motivation of continuing education, the Null Hypothesis (H0) is not rejected ($p = 0.840$) and it can be concluded that there is no relationship between the age and the motivation of continuing education.

It can be seen that a large number of respondents from the age group of 30-40 showed interest in pursuing their studies further as they were participating in the activities quite actively due to their young age they were 33 (60%) respondents replied positively whereas 22 (40%) respondents were not up for it..

The reason for this active participation was these respondents were not too tied up by the burden of responsibilities and most of them were living with their parents and were not married.

As one goes down the age group categories, it can be seen that there is a gradual decrease in respondents showing less interest in pursuing further education corresponding with their growing ages. So in the group aged between 30 – 40 years, 70 (59.8%) respondents replied positively whereas 47 (40.2%) respondents were not up for it. It can be inferred that less interest was due to additional responsibilities of family as well as responsibilities of being a part of their respective social circles.

The second most concentrated category was 40 – 50 years, 59 (64.1 %) respondents replied positively whereas 33 (35.9%) respondents were not up for it. The 20 – 30 years constituted the third most concentrated category where 33 (60%) respondents replied positively. For years aged 50 and over, 26 (56.5 %) respondents replied positively while 20 (43.5%) respondents were not up for it.

Table 4.13: Continue Education by Education Level
(N=314)

Education Level	Continue Education		Total	P-value	Chi-Square Value
	No N (%)	Yes N (%)			
Specialized Degree	7 (12.1%)	51 (87.9%)	58 (100.0%)	< .0005	22.257
Non-Specialized Degree	115 (45.6%)	137 (54.4%)	252 (100.0%)		
Total	122 (39.4%)	188 (60.6%)	310 (100.0%)		

When testing the relation between the level of education level and the motivation of continuing education, the Null Hypothesis (H0) is rejected ($p > 0.0005$) and it can be concluded that there is a relationship between the education level and the motivation of continuing education; 51(87.9%) wanted to pursue their studies further in the same field for various reasons like better prospects, better understanding of work

etc. while the rest; 7 (12.1%) of them did not intend to do so because of reasons like work constraints, lack of systems, improper planning, insufficient funds, lower wages, lack of retirement plan etc.

On the other hand, among respondents holding non-specialized degrees, 137 (54.4%) were keen on pursuing their education in their respective fields or in Library and information science because they enjoyed working in their fields and wanted to pursue their studies further, while 115 (45.6%) of them did not intend to do so because of their job constraints.

The reason behind the difference is that people who have specialized degrees in a particular major and are working in the same area are more desirous and interested in continuing their education following the same major.

Table 4.14: Continue Education by Experience
(N=306)

Experience	Continue Education		Total	P-value	Chi-Square Value
	No N (%)	Yes N (%)			
Less than 10 Years	104 (39.4%)	160 (60.6%)	264 (100.0%)	0.873	0.26
More than 10 Years	16 (38.1%)	26 (61.9%)	42 (100.0%)		
Total	120 (39.2%)	186 (60.8%)	306 (100.0%)		

When testing the relation between experience and the motivation of continuing education, the Null Hypothesis (H0) is not rejected ($p = 0.873$) and it can be concluded that there is no relationship between the experience and the motivation of continuing education.

Based on Table 4.14, it can be concluded that there were 104 (39.4%) respondents, having less than 10 years of experience who replied negatively to continuing education. Another 16 or 38.1% of the respondents having experience of more than 10 years replied just the same. On the other hand, there were 160 or 60.6% of the respondents who had work experience of less than 10 years and they responded affirmatively to continuing education. Twenty-six or 61.9% of the respondents Information who have 10+ years of experience were reported to show less interest in pursuing education.

It is noted that library and information science is relatively a new field and new developments only occurred in the late eighties or early nineties. That is the reason one does not see a large number of workers pursuing this field for more than 10 years.

Table 4.15: Continue Education by English Language
(N=307)

English language	Continue Education		Total	P-value	Chi-Square Value
	No N (%)	Yes N (%)			
Yes	77 (39.9%)	116 (60.1%)	193 (100.0%)	0.822	.051
No	44 (38.6%)	70 (61.4%)	114 (100.0%)		
Total	121 (39.4%)	186 (60.6%)	307 (100.0%)		

When testing the relation between the level of English language and the motivation of continuing education, the Null Hypothesis (H0) is not rejected ($p = 0.822$) and it can be concluded that there is no relationship between the level of English language and the motivation of continuing education. An interesting 116 or 60.1% of

the respondents who have knowledge about the English language were seen with corresponding positive interest in continuing education as this helped them in:

- Getting easier access to information resources, manual or online.
- Understanding software as most of them have English as their default language
- Better communication
- Better prospects of studying abroad.

77 (39.9%) of the respondents did have the expert command on English but were not interested in continuing education. It is believed that the primary medium of instruction in most of the schools, colleges and universities was Arabic and that is the reason why we see a large number of respondents showing lack of knowledge of English language but we see a greater desire among them to pursue their education. Conversely, among respondents who did not know proper English, 70 (61.4%) were in favor of continuing education and 44 (38.6%) were not, with reference to the p-value of 0 .822.

Table 4.16: Continue Education by other Language
(N=307)

Other Languages	Continue Education		Total	P-value	Chi-Square Value
	No N (%)	Yes N (%)			
Yes	19 (30.6%)	43 (69.4%)	62 (100.0%)	0 .114	2.501
No	102 (41.6%)	143 (58.4%)	245(100.0%)		
Total	121 (39.4%)	186 (60.6%)	307 (100.0%)		

When testing the relation between the level of other languages and the motivation of continuing education, the Null Hypothesis (H0) is not rejected ($p = 0.114$) and it can be concluded that there is no relationship between the level of other

languages and the motivation of continuing education. An impressive percentage of workers had sound knowledge of languages like Hebrew, French or Russian. Such languages gave the workers a competitive edge over the others, as it helped them in:

- Creating better opportunities with neighboring countries
- Having better library resources
- Getting easier access of information resources; manual or online
- Better communication
- Better relations for information exchange.

Respondents who knew other languages, 43 (69.4%) were in favor of continuing education and 19 (30.6%) were not. Furthermore, 143 (58.4%) of respondents were incapable of speaking other languages were in favor of continuing education and 102 (41.6%) were not.

Table 4.17 shows a comprehensive future plan as indicated by respondents for working in Library and Information Science Sectors.

In the School Libraries, majority of the male information workers (41.7%) mentioned that they were 'Uncertain at this point' about their future in terms of working in the Library and information science sectors. 24.3% of them stated that they were 'Not' keen on working in the sector, while 19.4% of them stated 'Unlikely', 10.7% of them stated 'Definitely' and only 3.9% of them said that they would 'Probably' consider a future in this field.

Talking about the responses of the 84 female information workers from the School Libraries, majority; (32.1%) of them mentioned that were 'Not' keen on continuing working for the sector in future. 31% of them stated that they were

‘Uncertain at this point’, while 25% of them stated ‘Unlikely’, 8.3% of them stated ‘Definitely’ and only 3.6% of them said that they would ‘Probably’ consider a future in this field.

In the Mosque Libraries, majority; of the male information workers (49.3%) mentioned that they were ‘Uncertain at this point’ about their future in terms of working in the Library and information science sectors. 23.9% of them stated that they were ‘Definitely’ keen on working in the sector, while 14.9% of them stated ‘Unlikely’, 10.4% of them stated that they were ‘Not’ interested in continuing and only 1.5% of them said that they would ‘Probably’ consider a future in this field.

The only female information workers from the Mosque Libraries stated that it was ‘Unlikely’ for her to consider a future in this field.

In the Academic Libraries, majority of the male information workers (51.4%) mentioned that they were ‘Uncertain at this point’ about their future in terms of working in the Library and information science sectors. 21.6% of them stated that they would ‘Definitely’ like to continue their work in the sector, while 10.8% of them stated that they were ‘Unlikely’ to continue working in the sector and 10.8% of them were ‘Not’ interested in continuing. Only 5.4% of them said that they would ‘Probably’ consider a future in this field.

Talking about the responses of the 7 female information workers from the Academic Libraries, majority; (85.7%) of them mentioned that would ‘Definitely’ continue working for the sector in future and only 14.3% of them said that they were ‘Uncertain at this point’ to consider a future in this field.

In the Public Libraries, majority; (55.6%) of the male (9) information workers (out of the 15 information workers) mentioned that would ‘Definitely’ continue

working in the field in future and only 44.4% of them said that they were 'Uncertain at this point' about their future in terms of working in the Library and information science sectors.

For the responses of the 6 female information workers from the Public Libraries, majority; (33.3%) of them mentioned both 'Definitely' as well as 'Unlikely' to continue working for the sector in future respectively. While 16.7% of them mentioned that they were 'Uncertain at this point' as well as they were 'Not' keen on considering a future in this field.

Overall, majority of the respondents; 127, including 45.8% male and 28.6% female respondents were 'Uncertain at this point' about continuing in the field in future, 64 of them, including 16.7% male and 28.6% female respondents were 'Not' keen on continuing, 58 of them, including 15.7% male and 24.5% female respondents were 'Unlikely' to continue, 55 of them, including 18.5% male and 15.3% female respondents would 'Definitely' continue and only 10 of them, including 3.2% male and 3.1% female respondents would 'Probably' continue working for the Library and Information Science sectors in future.

Table 4.17: Future Plans of LIS Workers
(N=314)

Library Categories		Definitely	Uncertain at this Point	Probably	No	Unlikely	Total
School Library	Male	10.7%	41.7%	3.9%	24.3%	19.4%	103
	Female	8.3%	31.0%	3.6%	32.1%	25.0%	84
Mosque Library	Male	23.9%	49.3%	1.5%	10.4%	14.9%	67
	Female	-	-	-	-	100%	1
Academic Library	Male	21.6%	51.4%	5.4%	10.8%	10.8%	37
	Female	85.7%	14.3%	-	-	-	7
Public Library	Male	55.6%	44.4%	-	-	-	9
	Female	33.3%	16.7%	-	16.7%	33.3%	6
Total	Male	18.5%	45.8%	3.2%	16.7%	15.7%	216
	Female	15.3%	28.6%	3.1%	28.6%	24.5%	98
	Total	55	127	10	64	58	314

Table 4.18 shows a complete picture of the feelings of the LIS workers towards recommending their friends to work in Library and Information Science Sectors.

In the School Libraries, majority; of the male information workers (98.1%) mentioned that they would recommend their friends to work in the Library and information science sectors, whereas only 1.9% of them stated that they were 'Not' keen on doing so.

Talking about the responses of the 84 female information workers from the School Libraries, majority; 90.5% of them mentioned that were keen on recommending

their friends to work for the sector, where 9.5% of them stated that they were not intending to do so.

In the Mosque Libraries, majority; of the male information workers (91%) mentioned that they were keen on recommending their friends to join the field. The only female information worker from the Mosque Libraries stated that she would recommend her friends to work in the field.

In the Academic Libraries, majority of the male information workers (86.5%) mentioned that they would recommend their friends to join the sector. Out of the 7 female information workers from the Academic Libraries, majority; (57.1%) of them mentioned that would recommend their friends to work for the sector but 42.9% of them were not keen on doing so.

In the Public Libraries, all of the information workers (100%) mentioned that would definitely recommend their friends to work in the field, but the response was different amongst the 6 female information workers from the Public Libraries, where half; 50% were determined to recommend the field to their friends and half of them; 50% mentioned that they were not interested in doing so.

Overall, majority of the respondents; 91.4% of the workers agreed to recommend their friends to work for the field whereas only 8.6% of them did not show any interest in doing so.

Table 4.18: Recommending Friends to Work in LIS
(N=314)

Library Categories		Yes	No	Total
School Library	Male	98.1%	1.9%	103
	Female	90.5%	9.5%	84
Mosque Library	Male	91%	9%	67
	Female	100%	-	1
Academic Library	Male	86.5%	13.5%	37
	Female	57.1%	42.9%	7
Public Library	Male	100%	-	9
	Female	50%	50%	6
Total		91.4%	8.6%	314

Table 4.19 shows a complete picture of the feelings of the LIS workers towards recommending their sons to work in Library and Information Science Sectors.

In the School Libraries, majority; (95.1%) of the male (103) information workers (out of the 187 information workers) mentioned that they would recommend their sons to work in the Library and information science sectors, whereas only 4.9% of them stated that they were 'Not' keen on doing so.

Talking about the responses of the 84 female information workers from the School Libraries, majority; 88.1% of them mentioned that were keen on recommending their sons to work for the sector, where 11.9% of them stated that they were not intending to do so.

In the Mosque Libraries, majority; of the male information workers (77.6%) mentioned that they were keen on recommending their sons to join the field. The only female information worker from the Mosque Libraries stated that she would recommend her sons to work in the field.

In the Academic Libraries, majority; of the male information workers (75.7%) mentioned that they would recommend their sons to join the. Out of the 7 female information workers from the Academic Libraries, majority; 42.9% of them mentioned that would recommend their sons to work for the sector but 57.1% of them were not keen on doing so.

In the Public Libraries, all of the male information workers (60%) mentioned that would definitely recommend their sons to work in the field and 40% of them were not keen on doing so. Similar was the response among the 6 female information workers from the Public Libraries, where 60% were determined to recommend the field to their sons and 40% mentioned that they were not interested in doing so.

Overall, majority of the respondents; 84.4% of the workers agreed to recommend their sons to work for the field whereas only 15.6% of them did not show any interest in doing so.

Table 4.19: Encouraging your Family to Work in LIS
(N=314)

Library Categories		Yes	No	Total
School Library	Male	95.1%	4.9%	103
	Female	88.1%	11.9%	84
Mosque Library	Male	77.6%	22.4%	67
	Female	100%	-	1
Academic Library	Male	75.7%	24.3%	37
	Female	42.9%	57.1%	7
Public Library	Male	60%	-	9
	Female	-	40%	6
Total		84.4%	15.6%	314

4.1.4 Organizational Training

Table 4.20 presents the levels of ongoing education as indicated by the response of the respondents. However, the training requirements for these occupation levels by library sector are shown in Table 4.21. It shows the training requirements for different types of librarians and libraries workers. The new employees undoubtedly require the greatest amount of training, although academic libraries were the most likely to indicate this response. What is most remarkable in this context is that training needs do not greatly vary between mid- and senior-level librarians.

There is an exception, as the training needs accounted by school libraries for their libraries employees' level are somewhat below average. Moreover, Table 4.44 reveals that public libraries are also less likely to provide training, particularly job-oriented skills training, and management and leadership training.

However, libraries that offer training in management and leadership skills do not appear to cater for the requirements for these roles that were expressed by libraries in a number of ways they need it. A question may be raised, however, about the extent to which leadership can be taught through training. Leadership is taking the initiative to develop and implement creative practices, provide future vision and motivate the personnel who is expected to carry out such initiatives. This in turn depends on the personality of the individual himself. The study done by Mathewa (2011) indicated the same results.

On the other hand, one method of cultivating leadership qualities is to assume leadership roles. In addition, this is more or less what many organizations are doing. Most of libraries believe that they were able to create 'good' or 'excellent' opportunities for their employees to practice leadership roles, but the problem is that academic libraries were more likely than school, public, and mosque libraries, however, to present such opportunities. Another technique of developing leadership is by creating formal mentorship programs. These combined findings suggest that certain libraries need to offer more leadership opportunities for their staff.

Public and academic libraries, in addition to providing good leadership opportunities, need to find additional methods of educating leaders. Although sufficient training is being offered to enhance technical and job-oriented skills, there is still section for improvement in leadership and management training. So these points are supported by research done by (OCLC, 2012; Lo, 2008). Arguably, management training is fairly more agreeable to formal training. Therefore, the findings recommend that libraries should provide more training opportunities but at the same time should explore how they can provide management experience through job rotation or other observed resources.

Table 4:20: Preferences for Continuing Education
(N=314)

Type of Library / Information Center	No Further Training		B.A.		Post Graduate Diploma		MLIS		Ph.D.	
Academic Libraries	15	12	5	7.46	2	2.96	20	41.6	3	50
Public Libraries	3	2.4	3	4.49	3	4.41	2	4.16	3	50
School Libraries	88	70.96	42	62.68	44	64.7	13	27.08	0	0
Mosque Libraries	19	15.2	17	25.37	19	27.94	13	27.08	0	0
Total	125	100	67	100	68	100	48	100	6	100
	39.8%		21.4%		21.7%		15.3%		1.9%	

4.1.5 Professionals Association Training

The greater part 30% of libraries staff in the model presently, support, professional librarian attendance at library organization meetings of natural importance. Table 4.21 showed that 38% wish to perform their training professional improvement preparation presented by library associations. A larger section of middle and top supervision officials, however, indicated that specialized library associations should help in training professional librarians. That is why; there was a proposal for professional library associations to provide general training and these findings were affirmed by OCLC, (2012).

Talking about the Academic Libraries, out of 45 respondents, 15 or 12% respondents didn't want to go for further training, 5 or 7.46% respondents wanted to continue their Bachelor's, 2 or 2.96% respondents wanted to complete their Post Graduate Diploma, 20 or 41.68% respondents intended to go for their Master's in Library and Information Sciences while 3 or 50% respondents wanted to complete their doctorate degree. Please refer to Table 4.20.

In the Public Libraries, out of 14 respondents, 3 or 2.4% respondents did not want to go for further training, 3 or 4.49% respondents wanted to continue their Bachelor's, 3 or 4.41% respondents wanted to complete their Post Graduate Diploma, 2 or 4.16% respondents intended to go for their Master's in Library and Information Sciences while 3 or 50% respondents wanted to complete their doctorate degree.

When it came to the School Libraries, 88 or 70.96% respondents did not want to go for further training, 42 or 62.68% respondents wanted to continue their Bachelor's, 44 or 64.7% respondents wanted to complete their Post Graduate Diploma, 13 or 27.08% respondents intended to go for their Master's in Library and Information Sciences while no respondent wanted to complete his / her doctorate degree.

Concerning the Mosque Libraries, 19 or 15.2% respondents did not want to go for further training, 17 or 25.37% respondents wanted to continue their Bachelor's, 19 or 27.94% respondents wanted to complete their Post Graduate Diploma, 13 or 27.08% respondents intended to go for their Master's in Library and Information Sciences while no respondent wanted to complete his / her doctorate degree.

Talking about the aggregate of the overall result of the respondents, it can be concluded that out of 314 respondents, 125 or 39.8% respondents wanted no further training, 67 or 21.4% respondents wanted to pursue their Bachelor's, 68 or 21.7% respondents wanted to complete their Post Graduate Diploma, 48 or 15.3% respondents intended to go for their Master's in Library and Information Sciences while 6 or 1.9% respondent wanted to complete their doctorate degree. This finding showed that continuing education programs are relevant for professional development of staff. This should also include pursuing undergraduate and post graduate level of education in library and information science. This finding was affirmed by Mathewa, (2011).

Table 4.21 shows where the respondents preferred to study and 43.32% respondents preferred staying in Palestine. In this category there were 100 males and 36 females. Talking about the respondents who preferred staying abroad, it was reported that 17.51% respondents wanted to stay abroad. This category reported 45 males and 10 females. There were 37.9% respondents who preferred both the places namely Palestine and abroad. There were 71 males and 48 females in this category. The respondents who preferred staying at neither of the mentioned places were 2 males and 2 females.

Overall, 43.32% respondents preferred staying in Palestine, 17.51% respondents preferred staying abroad, 37.9% respondents preferred staying at both places and 1.27% respondents preferred staying at neither of the places. These results were in agreement with a research done by Lo, (2008).

Table 4.21: Preferred Places for Continuing Education
(N=314)

Preferred Place for studies		Gender		Total
		Male	Female	
In Palestine	N	100	36	136
	%	73.5%	26.5%	100
	Overall	0	0	43.32%
Abroad	N	45	10	55
	%	81.8%	18.2%	100
	Overall	0	0	17.51%
Either	N	71	48	119
	%	59.7%	40.3%	100
	Overall	0	0	37.9%
Neutral	N	2	2	4
	%	50%	50%	100
	Overall	0	0	1.27%
Column Total	N	218	96	314
	%	69.4%	30.6%	100

Respondents were asked whether they wanted additional training in library and information science and if so, what subject areas they want to study. Most 243 or 77.4% answered that they would like to have additional training. Table 4.42 displays the subject areas for three types of additional training arranged by the preferences expressed by respondents.

The subject that was most desired by respondents wanting additional training was library automation: 103 or 30% respondents wanted to learn this in on-the-job training: 92 or 28.5% preferred to learn it in a short course in UAE and 70 or 38.3% would like training in library automation abroad. The second most frequently selected subject area was library and information science in general: 65 or 19% selected this for on-the-job training, 66 or 20.4% wanted to learn in a short course in advanced countries and 20 or 10.9% desired to study it abroad. Respondents showed less interest in training in areas such as online searching, collection management, and library administration. Percentages of preference in those areas ranged from 4% to 5% as depicted in Table 4.22 These areas are very critical to building library and information systems in advanced countries. The most striking characteristic of the three lists is their similarity.

Table 4.22: Subject Area for Additional Training
(N=314)

On – the – Job Training			Short Course in Palestine			Training Abroad		
Subject Area	N	%	Subject Area	N	%	Subject Area	N	%
1- Library Automation	75	23.88	1-Library Automation	77	24.52	1- Library Automation	72	22.92
2- Library Information Science	55	17.51	2-Library Information Science.	52	16.56	2- New Developments in the Field	45	14.33
3- Information Technology	45	14.33	3-Technical Services	42	13.37	3- Library Information Science	43	13.69
4- Technical Services	25	7.96	4-School Libraries	25	7.96	4- Library Administration	40	12.73
5- On Line Searching	20	6.36	5- Information Services	25	7.96	5- Information Technology	38	12.10
6- School Libraries	19	6.05	6-Public Libraries	16	5.09	6- On Line Searching	37	11.78
7- Information Services	15	4.77	7- Information Technology	13	4.14	7- Information Services	19	6.05
8- Library Administration	13	4.14	8-New Developments in the Field	8	2.54	8- Indexing Abstracting	15	4.77
9- Public Libraries	11	3.50	9- Languages	8	2.54	9- Technical Services	12	3.82
10- New Developments in the Field	4	1.27	10-Indexing Abstracting	6	1.91	10- Languages	8	2.54
11- Indexing Abstracting	2	0.63	11- Information Services	5	1.59	11- School Libraries	5	1.59
12- Languages	2	0.63	12-On Line Searching	2	0.63	12- Public Libraries	5	1.59
13- Collection Management	2	0.63	13-Collection Management	2	0.63	13- Collection Management	3	0.95

Table 4.23 indicates the typing skills of the respondents with reference to their work. In the School Libraries, majority; 42% of the information workers (out of the 187 information workers) stated that they did not have any typing skills while only 17.5% agreed to having typing skills.

Similarly in the Mosque Libraries, majority; 15.6% of the information workers (out of the 68 information workers) stated that they did not have any typing skills while only 6.1% agreed to having typing skills.

The Academic Libraries showed a positive picture where majority; 9.2% of the information workers (out of the 44 information workers) stated that they had typing skills while 4.8% stated that they did not have these skills.

Likewise, in the Public Libraries, majority; 4.1% of the information workers (out of the 15 information workers) stated that they had typing skills while 0.6% stated that they did not have these skills. Overall, 198 respondents (out of the 314 information workers) stated that they did not have the necessary Typing skills while only 116 of them stated that they had the typing skills.

Table 4.23: Typing Skills
(N=314)

Categories of Library	Yes	No	Total
School Library	17.50%	42.00%	187
Mosque Library	6.10%	15.60%	68
Academic Library	9.20%	4.80%	44
Public Library	4.10%	0.60%	15
Total	116	198	314

Table 4.24 indicates the computer skills of the respondents with reference to their work.

In the School Libraries, majority; 42.4% of the information workers (out of the 187 information workers) stated that they were able to use their Computer skills for 'No', where 12.10% stated that they were able to use computers for 'Computer Communication' and only 5.10% of them used them for 'Searching'.

Similarly in the Mosque Libraries, majority; 12.7% of the information workers (out of the 68 information workers) stated that they were able to use their Computer skills for 'No', where 5.7% stated that they were able to use computers for 'Computer Communication', 1.9% used them for 'Searching', 1% of them used computers for using 'Electronic systems' and only 0.3% used them for using 'Library systems'.

Talking about the Academic Libraries, 8.3% of the information workers (out of the 44 information workers) stated that they were able to use their Computer skills for 'Computer Communication', 4.1% used them for 'No', where 1% stated that they were able to use computers for 'Searching' and only 0.6% of them used computers for using 'Electronic systems'.

Likewise, in the Public Libraries, majority; 3.5% of the information workers (out of the 15 information workers) stated that they were able to use their Computer skills for 'Computer Communication', while 0.6% used them for 'No' and 'Searching' respectively.

Table 4.24: Computer Skills
(N=314)

Ability to Use Computers for / Categories of Library	School Library	Mosque Library	Academic Library	Public Library
No	42.40%	12.70%	4.10%	0.60%
Searching	5.10%	1.90%	1.00%	0.60%
Computer Communication	12.10%	5.70%	8.30%	3.50%
Electronic Sys.		1%	0.60%	
Library Sys.		0.30%		
Total	187	68	44	15

Table 4.25 indicates the other skills of the respondents with reference to their work.

In the School Libraries, majority; of the information workers 33.4% mentioned that they had ‘Communication’ skills, where 11.8% mentioned that they had ‘Customer Management’ skills, 8.9% said that they had ‘No’ skills, 4.5% mentioned that they had ‘Project Management’ skills and 1% stated that they had ‘Time Management’ skills.

In the Mosque Libraries, majority; of the information workers 13.4% mentioned that they had ‘No’ skills, where 5.4% mentioned that they had ‘Communication’ skills, 2.5% sad that they had ‘Customer Management’ skills, and only 0.3% said that they had ‘Project Management’ skills.

Similarly in the Academic Libraries, majority; of the information workers 5.1% mentioned that they had ‘No’ skills, where 3.2% mentioned that they had ‘Communication’ skills, 2.5% said that they had ‘Project Management’ skills, 1.9% said

that they had ‘Customer Management’ skills and only 1.3% stated that they had Time Management’ skills.

While in the Public Libraries, majority; of the information workers 1.6% mentioned that they had ‘Communication’ skills, 1% mentioned that they had ‘No’ skills and ‘Project Management’ skills respectively. Only 0.6% of them stated that they had ‘Customer Management’ skills, and ‘Time Management’ skills respectively.

Table 4.25: Other Skills
(N=314)

Ability to Use Other Skills / Categories of Library	School Library	Mosque Library	Academic Library	Public Library
No	8.90%	13.40%	5.10%	1.00%
Communication	33.40%	5.40%	3.20%	1.60%
Customer Management	11.80%	2.50%	1.90%	0.60%
Project Management	4.50%	0.30%	2.50%	1.00%
Time Management	1.00%	0.00%	1.30%	0.60%
Total	28	28	28	28

Table 4.26 shows a comprehensive future plan as indicated by respondents for working in Library and Information Science Sectors.

In the School Libraries, majority; of the male information workers (41.7%) mentioned that they were ‘Uncertain at this point’ about their future in terms of working in the Library and information science sectors. 24.3% of them stated that they were ‘Not’ keen on working in the sector, while 19.4% of them stated ‘Unlikely’, 10.7% of them stated ‘Definitely’ and only 3.9% of them said that they would ‘Probably’ consider a future in this field.

Talking about the responses of the 84 female information workers from the School Libraries, majority; (32.1%) of them mentioned that were 'Not' keen on continuing working for the sector in future. 31% of them stated that they were 'Uncertain at this point', while 25% of them stated 'Unlikely', 8.3% of them stated 'Definitely' and only 3.6% of them said that they would 'Probably' consider a future in this field.

In the Mosque Libraries, majority; of the male information workers (49.3%) mentioned that they were 'Uncertain at this point' about their future in terms of working in the Library and information science sectors. 23.9% of them stated that they were 'Definitely' keen on working in the sector, while 14.9% of them stated 'Unlikely', 10.4% of them stated that they were 'Not' interested in continuing and only 1.5% of them said that they would 'Probably' consider a future in this field.

The only female information workers from the Mosque Libraries stated that it was 'Unlikely' for her to consider a future in this field.

In the Academic Libraries, majority; (51.4%) of the male (37) information workers (out of the 44 information workers) mentioned that they were 'Uncertain at this point' about their future in terms of working in the Library and information science sectors. 21.6% of them stated that they would 'Definitely' like to continue their work in the sector, while 10.8% of them stated that they were 'Unlikely' to continue working in the sector and 10.8% of them were 'Not' interested in continuing. Only 5.4% of them said that they would 'Probably' consider a future in this field.

Talking about the responses of the 7 female information workers from the Academic Libraries, majority; (85.7%) of them mentioned that would 'Definitely'

continue working for the sector in future and only 14.3% of them said that they were 'Uncertain at this point' to consider a future in this field.

In the Public Libraries, majority; of the male information workers (55.6%) mentioned that would 'Definitely' continue working in the field in future and only 44.4% of them said that they were 'Uncertain at this point' about their future in terms of working in the Library and information science sectors.

For the responses of the 6 female information workers from the Public Libraries, majority; (33.3%) of them mentioned both 'Definitely' as well as 'Unlikely' to continue working for the sector in future respectively. While 16.7% of them mentioned that they were 'Uncertain at this point' as well as they were 'Not' keen on considering a future in this field.

Overall, majority of the respondents; 127, including 45.8% male and 28.6% female respondents were 'Uncertain at this point' about continuing in the field in future, 64 of them, including 16.7% male and 28.6% female respondents were 'Not' keen on continuing, 58 of them, including 15.7% male and 24.5% female respondents were 'Unlikely' to continue, 55 of them, including 18.5% male and 15.3% female respondents would 'Definitely' continue and only 10 of them, including 3.2% male and 3.1% female respondents would 'Probably' continue working for the Library and Information Science sectors in future.

Table 4.26: Future Plan for Working in LIS
(N=314)

Library Categories		Definitely	Uncertain at this Point	Probably	No	Unlikely	Total
School Library	Male	10.7%	41.7%	3.9%	24.3%	19.4%	103
	Female	8.3%	31.0%	3.6%	32.1%	25.0%	84
Mosque Library	Male	23.9%	49.3%	1.5%	10.4%	14.9%	67
	Female					100%	1
Academic Library	Male	21.6%	51.4%	5.4%	10.8%	10.8%	37
	Female	85.7%	14.3%				7
Public Library	Male	55.6%	44.4%				9
	Female	33.3%	16.7%		16.7%	33.3%	6
Total	Male	18.5%	45.8%	3.2%	16.7%	15.7%	216
	Female	15.3%	28.6%	3.1%	28.6%	24.5%	98
	Total	55	127	10	64	58	314

4.1.6.... Interview analysis

In-depth Interviews of Sixty Top-Level Managers, Head Librarians, Directors of Libraries and Information Centers in Gaza Strip

A total of ten questions were asked during the in-depth interviews. A sample of the questionnaire is appended in Appendix C: An in-depth interview is a dialogue between a skilled interviewer and an interviewee. Its primary aim is to draw out rich, detailed material that can be used in analysis (Lofland and Lofland, 1995). Interviews of this nature promote obtaining insights of the respondents in their own words. Each interview session lasted 30 minutes and they were conducted using a set of open-ended questions. 'Social questions' that put a respondent at ease is asked at first. The interview data was summarized in note form with the permission of the respondent. The following questions were asked.

- 4 How many information workers are currently employed at your institution?
- 5 Please give the number of posts that are authorized but not currently filled at your institution:
- 6 Please mention the number of information workers who left or joined your institution in the last 12 months (June 2003 –June 2004):
- 7 How many information workers will you need in the next 12 months (June 2004 - June 2005)?
- 8 How many additional posts do you estimate or likely to be authorized to hire in the next 12 months? (June 2004 - June 2005):
- 9 A. Are you confident that by June 2005 you will have the number you estimate to be authorized?
B. By June 2009 you will have the number you estimate to be authorized?
C. Will you have the budget to hire this number?
- (7) Why will you need this number of information workers in the future? Please explain.

- (8) Future reduction: Please estimate the number of posts that are likely to be eliminated from your institution and the number that are likely to be frozen in the next 12 months (June 2004 -June 2005):
- (9) Regarding the educational background of your staff are there any areas in which they lack the necessary preparation for the work they are expected to do?
- If so, in which area?
- (10) Please identify your current information human resources problems or obstacles:
- (11) Does your institution/ministry have a policy or program for staff development?
- (12) If your institution does not have such a policy, have you considered developing one? If so, what is the nature of the policy?
- (13) It appears that we are going to depend more on inside city workers than on out of the workers who stay out of the particular library to staff our information systems in the future. The government encourages the move toward local Palestinian.
- A. Has your institution established future goals regarding local Palestinian?
- B. Are you currently moving toward local Palestinian at you institution?
- C. What concrete steps have been taken thus far?

The interview sessions were later transcribed and then analyzed using a coding process (Miles & Huberman, 1994). The qualitative data obtained were coded by using labels and meaning to pieces of information. The coding enabled the author to organize large amounts of text and discover patterns that would be difficult to detect by reading alone. The large data obtained were meaningfully reduced. Key themes and concepts were derived from the mass of data. The results were later shown to those interviewed to ensure that they are accurate and give validity to the data obtained.

A data display matrix for analyzing patterns of response for each of the Top-Level Offices, Head Librarians, Directors of Libraries and Information Centers in Gaza Strip are shown in Appendix A. A wealth of information was collected from the interviews and the descriptive codes were organized into four main themes. Table 4.27 depicts a summary of the interview findings

Table 4.27: Summary of Top and Middle Level Management Interviews

No	Themes	Interview Findings
1	Professional status	The majority of the library and information centers staff members are paraprofessional.
2	Lack of training and specialization	There is on proper allocation for training and no provision for staff to continue the specialization
3	Absence of H R policy	Lack of development policies, plans, and strategies regarding HR.
4	Political Crises	Political instability
5	Salaries	Too low salary to attract professionals.
6	Lack of LIS Programmes	Upgrading LIS programmes

The research pinpointed two principal objectives:

- To test the feasibility of establishing a continuing manpower forecasting system for library and information science sector in the Gaza Strip.
- To generate short-term forecasts of the need for manpower in the Gaza strip.

Considering the historical trend of the data available, it is worthwhile mentionable here that manpower forecasting system would seem to be an achievable proposition. In these results short-term forecasts have been prepared and discussed in detail from the collected data.

As discussed already that out of 380 respondent only 314 participated in the study, hence the findings did not construct comprehensive results for the Gaza strip. This led the researcher to adopt certain assumption for the effective application of the forecasting model.

Therefore, actual numbers cannot be discussed in details. In order to proceed with the effective operation of the model, the researcher presented the results in terms of ratios and proportions and ratios. The results somewhat depicted the picture manpower supply and demand in the LIS sector of Palestine as a whole.

4.1.7 . Vacant Positions

The most important finding from the result is the significant shortage of staff at all levels, which is presented most noticeably by the high percentage of positions which are vacant. A high level of vacant positions is always a clear pointer of staff shortages and it is reflecting the most on the staff which need proper qualifications or training of some kind. Table 4.28 demonstrates the results that 29.2% of the posts for qualified Professional staff were vacant at 30 June 2003, as were 16% of the posts for Para-Professionals with University Degree. The situation was even worse for Para-Professional staff with Associate Degree where around half of the positions; 49.3% of the posts were vacant.

It is to be predictable that a small percentage of all positions will be vacant at some point of time as staff leaves and delays are expected before they are substituted. The high percentages of vacancies shown by the results need immediate attention.

Table 4.28: Staff Employed Vacant Positions, and Total Positions at December 2003

	School	Academic	Mosque	Public	Total
STAFF EMPLOYED					
Professional	20	25	18	12	75
Para-Professional UG	178	27	48	15	268
Para-Professional AD	8	10	12	7	37
VACANT POSITIONS					
Professional	7	11	9	4	31
Para-Professional UG	21	6	19	5	51
Para-Professional AD	12	9	11	4	36
TOTAL POSITIONS					
Professional	27	36	27	16	106
Para-Professional UG	199	33	67	20	319
Para-Professional AD	20	19	23	11	73

4.1.8.... Wastage and Change of Jobs

Moore (1982) stated that the high percentage of vacant positions is typically associated with a high degree of employee turnover (hiring or firing) as employees tend to shift from one profession to another. But same was not the case here. It must be noted that the rate of employee turnover or agility is lower than that was anticipated.

16% of professional staff changed jobs within the Gaza Strip in the previous year (2003). Comparatively, a lower percentage of Para-Professional staff with University degree moved; 4.9% but the highest percentage of movement was seen among the Para-Professional staff with Associate Degree; 35.1%.

The pattern for exiting the library and information science sector altogether was not comparable; 4% of the professional staff left the system in 2003 as did 3% of the

Para-Professional staff with University degree and 24.3% of the Para-Professional staff with Associate Degree. The higher percentage of movement seen among the Para-Professional staff with Associate Degree made them the most mobile workers of the system due to their diverse skillsets.

It is challenging to depict inferences from such insignificant indication but such high percentage of vacant positions along with comparatively low rate of employee turnover could depict a notch of unproductivity in the labor market of Palestine in general and the Gaza strip in particular.

Table 4.29: Wastage and Change of Jobs

	School	Academic	Mosque	Public	Total
Changed Jobs in Gaza Strip					
Professional	3	5	2	2	12
Para-Professional UG	5	3	1	4	13
Para-Professional AD	4	4	3	2	13
Changed Jobs in the Middle East Region					
Professional	-	-	-	-	0
Para-Professional UG	-	-	-	-	0
Para-Professional AD	-	-	-	-	0
Moved Out of the Middle East Region					
Professional	-	-	-	-	0
Para-Professional UG	-	-	-	-	0
Para-Professional AD	-	-	-	-	0
Left Library & Information Work					
Professional		1	1	1	3
Para-Professional UG	3	2	2	1	8
Para-Professional AD	4	3	1	1	9

4.1.9...Future Growth 2004

It must be noted that any signs of market inertia would be dismissed by the high percentages of growth projected by the Top management in the Gaza strip. If their estimations are precise a prompt expansion is supposed to happen. The growth in the number of professional positions represented an increase of 42.4% on such positions presently available. The increase in the number of Para-Professional staff with University Degrees is expected to be 26.6% while the highest increase in the number of Para-Professional staff with Associate Degree is expected to be 85%.

On the other hand, it must be kept in mind that a large number of the existing positions are vacant, and it is more illuminating to prompt the surges as percentages of the number of workers presently employed. This way, there would likely be an increase of 60% of the professional staff employed, 32% of Para-Professional staff with University Degrees and again the highest; 168% of Para-Professional staff with Associate Degree. Furthermore, it is crucial to note that these increases will consequently place an additional pressure on the present resources that are available, when discussing the recruitment and training need of the LIS workers in Gaza strip.

Table 4.30: Future Growth (2004)

	School	Academic	Mosque	Public	Total
New Positions 2004					
Professional	12	10	18	5	45
Para- professional UG	33	13	22	17	85
Para- professional AD	19	17	9	13	58

4.1.10 Future Growth 2004 - 2009

It may well be projected that the progression over a period of five years would ideally be five times as that of the projections for one year (2004). However this was not the case here, in fact the overall growth rate was about double of the projections for 2004.

This could merely be justified with the likely unwillingness of the Top management in the Gaza strip to perpetrate for a future that was far ahead. Henceforth the projected growth in positions for the period 2004 – 2009 represented a possible growth of 95.2% of the positions for professionals (equal to 134.6% of the number of staff available presently in the position), 61% of the positions for Para-Professional staff with University Degrees (73% of the number of staff available presently in the position) and 138.3% of positions for Para-Professional staff with Associate Degrees (232% of the number of staff available presently in the position).

Table 4.31: Future Growth (2004 – 2009)

	School	Academic	Mosque	Public	Total
New Positions 2004 - 2009					
Professional	29	19	23	30	101
Para- professional UG	78	39	37	41	195
Para- professional AD	23	31	13	19	86

4.1.11. Recruitment and Training Need 2004

The probable increase in the number of positions still shows only portion of the depiction. In places where the number of vacant positions is high, it is usually expected

that their recruitment and training need would be bigger than the estimated rate of growth.

Considering the respondents altogether it can be seen from Table 4.32 that the recruitment and training need for Professionals in 2004 is equal to 105.3% of the presently available workforce. The situation is the least critical for the Para-professionals with University Degrees it is equal to 53.7% of the presently available workforce. However, it seems like the need for Recruitment and Training is going to be the most severe for the category of Para-Professionals with Associate Degrees, where the need in 2004 is equal to 278% of the presently available workforce.

It is worthwhile mentionable here that in the Palestine inadequate human resources endure to fill all the positions currently available but the condition is prone to improve by the end of this year as fresh graduates join the system from different library and information science school.

In analysis of this growth and the budding training institutions it is perhaps workable to look at the situation positively. But the final numbers depicting the need for recruitment and training is still alarmingly high at the moment.

Table 4.32: Supply and Demand 2004: The Current Position-Professionals

	School	Academic	Mosque	Public	Total
<u>Supply</u> Staff in Positions at June 2003	20	25	18	12	75
<u>Minus</u> Likely Wastage in 2004		1	1	1	3
<u>Equals</u> Supply at June 2004	20	24	17	11	72
<u>Demand</u> Total Positions at June 2003	27	36	27	16	106
<u>Plus</u> Future Growth in June 2004	12	10	18	5	45
<u>Equals</u> Demand at June 2004	39	36	45	21	151
<u>Recruitment and Training Need</u> Demand at June 2004	39	36	45	21	151
<u>Minus</u> Supply at June 2004	20	24	17	11	72
<u>Equals</u> Recruitment and Training Need 2004	19	12	28	10	79

Total Recruitment and Training Need 2004

= 79 Professionals

= 144 Para-Professionals with UG

= 103 Para-Professionals with AD

Table 4.33: Supply and Demand 2004: The Current Position-Para-Professionals UG

	School	Academic	Mosque	Public	Total
<u>Supply</u> Staff in Positions at June 2003	178	27	48	15	268
<u>Minus</u> Likely Wastage in 2004	3	2	2	1	8
<u>Equals</u> Supply at June 2004	175	25	46	14	260
<u>Demand</u> Total Positions at June 2003	199	33	67	20	319
<u>Plus</u> Future Growth in June 2004	33	13	22	17	85
<u>Equals</u> Demand at June 2004	232	46	89	37	404
<u>Recruitment and Training</u> Need Demand at June 2004	232	46	89	37	404
<u>Minus</u> Supply at June 2004	175	25	46	14	260
<u>Equals</u> Recruitment and Training Need 2004	57	21	43	23	144

Total Recruitment and Training Need 2004

= 79 Professionals

= 144 Para-Professionals with UG

= 103 Para-Professionals with AD

Table 4.34: Supply and Demand 2004: The Current positions-Para-Professionals AD

	School	Academic	Mosque	Public	Total
<u>Supply</u> Staff in Positions at June 2003	8	10	12	7	37
<u>Minus</u> Likely Wastage in 2004	4	3	1	1	9
<u>Equals</u> Supply at June 2004	4	7	11	8	28
<u>Demand</u> Total Positions at June 2003	20	19	23	11	73
<u>Plus</u> Future Growth in June 2004	19	17	9	13	58
<u>Equals</u> Demand at June 2004	39	36	32	24	131
<u>Recruitment and Training</u> <u>Need</u> Demand at June 2004	39	36	32	24	131
<u>Minus</u> Supply at June 2004	4	7	11	8	28
<u>Equals</u> Recruitment and Training Need 2004	35	29	21	16	103

Total Recruitment and Training Need 2004

= 79 Professionals

= 144 Para-Professionals with UG

= 103 Para-Professionals with AD

4.1.12.. Recruitment and Training Need 2004 – 2009

The condition in the short-term forecast does not show us a better picture as well. Using the results in Table 4.34 it can be perceived that the recruitment and training need for Professionals in the period 2004 - 2009 is equal to 196% of the presently available workforce. The numbers for Para-Professionals with University Degrees are comparatively lower; 180% but and Para-Professionals with Associate Degrees demonstrated the highest need; 451% of the presently available workforce.

If the present positions are to be filled, and if growth objectives are to be accomplished, it will be essential to educate or to employ at least as many Professionals and Para-Professionals with University Degrees as are currently working in the system.

Considering the prevailing situation, it seems implausible that the current training institutions with their present size would be able to train the required number of employees in the short-term. Therefore, it would only seem sensible, as a short-term plan, to meet the shortage by recruiting already capable employees into the active workforce, either by hiring competent employees from abroad or by inviting capable candidates who live in the Gaza strip or in Palestine, but do not work in the field of library, information science, for one reason or another.

Table 4.35: Supply and Demand 2004-2009: The short-Term Forecast Professionals

	School	Academic	Mosque	Public	Total
<u>Supply</u> Staff in Positions at June 2003	20	25	18	12	75
<u>Minus</u> Likely Wastage in 2004-2009	0	5	5	5	15
<u>Equals</u> Supply at June 2009	20	20	13	7	60
<u>Demand</u> Total Positions at June 2003	27	36	27	16	106
<u>Plus</u> Future Growth in 2004-2009	29	19	23	30	101
<u>Equals</u> Demand at June 2009	56	55	50	46	207
<u>Recruitment and Training Need</u> Demand at June 2009	56	55	50	46	207
<u>Minus</u> Supply at June 2009	20	20	13	7	60
<u>Equals</u> Recruitment and Training Need 2004-2009	36	35	37	39	147

Total Recruitment and Training Need 2004 – 2009 = 147 Professionals

= 286 Para-Professionals with UG

= 167 Para-Professionals with AD

Table 4.36: Supply and Demand 2004-2009: The Short-Term Professionals UG

	School	Academic	Mosque	Public	Total
<u>Supply</u> Staff in Positions at June 2003	178	27	48	15	268
<u>Minus</u> Likely Wastage in 2004-2009	15	10	10	5	40
<u>Equals</u> Supply at June 2009	163	17	38	10	228
<u>Demand</u> Total Positions at June 2003	199	33	67	20	319
<u>Plus</u> Future Growth in 2004-2009	78	39	37	41	195
<u>Equals</u> Demand at June 2009	277	72	104	61	514
<u>Recruitment and Training Need</u> Demand at June 2009	277	72	104	61	514
<u>Minus</u> Supply at June 2009	163	17	38	10	228
<u>Equals</u> Recruitment and Training Need 2004-2009	114	55	66	51	286

Total Recruitment and Training Need 2004 – 2009 = 147 Professionals

= 286 Para-Professionals with UG

= 167 Para-Professionals with AD

Table 4.37: Supply and Demand 2004-2009: The Short-Term Forecast: Para-Professionals AD

	School	Academic	Mosque	Public	Total
<u>Supply</u> Staff in Positions at June 2003	8	10	12	7	37
<u>Minus</u> Likely Wastage in 2004- 2009	20	15	5	5	45
<u>Equals</u> Supply at June 2009	-12	-5	7	2	8
<u>Demand</u> Total Positions at June 2003	20	19	23	11	73
<u>Plus</u> Future Growth in 2004- 2009	23	31	13	19	86
<u>Equals</u> Demand at June 2009	43	50	36	30	159
<u>Recruitment and</u> <u>Training Need</u> Demand at June 2009	43	50	36	30	159
<u>Minus</u> Supply at June 2009	-12	-5	7	2	-8
<u>Equals</u> Recruitment and Training Need 2004- 2009	55	55	29	28	167

Total Recruitment and Training Need 2004 – 2009 = 147 Professionals

= 286 Para-Professionals with UG

= 167 Para-Professionals with AD

4.1.13. Disparities within Sectors

It is sometimes confusing to talk only about overall figures, and it is worth looking at the information in Tables 4.37 and to see how the recruitment and training need varies between the different sectors. There would appear to be relatively little pressure on Academic and Public libraries, where the recruitment and training need for Professionals is 50% and 91% of the workforce in 2004 respectively, but these will have to face extremely high pressure where the figures would be 175% and 557% of the workforce for the period 2004-2009 respectively.

Talking about the Para-Professionals with University Degrees, the picture is slightly different, where there would be relatively little pressure on School and Academic libraries, where the recruitment and training need for staff is 32.5% and 84% of the workforce in 2004 respectively, but these will have to face extremely high pressure where the figures would be 70% and 323% of the workforce for the period 2004-2009 respectively.

For the Para-Professionals with Associate Degrees, there would be relatively high pressure on School and Mosque libraries, where the recruitment and training need for staff is 875% and 191% of the workforce in 2004 respectively, but these will have to face extremely high pressure where the figures would be 458% and 414% of the workforce for the period 2004-2009 respectively.

Overall, there is a very high recruitment and training need for Para-Professionals with Associate Degrees in School and Mosque libraries during 2004, with moderately high levels for Professionals in Academic and Public libraries. Similar is the case when we see the situation of the period 2004-2009.

4.1.14 Conclusions

The Gaza strip is facing a serious shortage of trained workforce. The situation is quite alarming at present and is most certainly going to stay the same in the short-term. Such shortages are prone to decrease the proficient operation of the library and information science system.

There are noticeable disparities within the overall system and these must be comprehended completely when the training programs are planned.

In the short-term it is not likely to be possible to expand the output of the training institutions sufficiently to meet the shortfall. In view of this, consideration should be given to developing strategies which will attract back into the system those qualified staff who are not currently working in the system, and possibly individuals from abroad.

4.1.15 The Future

The current study only included the institutions in the Gaza strip, hence the number of responses were limited as very little resources were available. The study has still indicated that valuable findings can be achieved by means of a simple model associated with a simple procedure of data collection. There have been blunders and mistakes, and the response rate was lower than anticipated, but there was nothing which could not be put right if a repetition of the study's questionnaires were undertaken.

The intention of the study was to instigate something which, if confirmed to be practical, could carry on to generate a continuing flow of information for use in planning.

4.1.16 Areas in which information workers lack necessary preparation

There is a need to understand problems regarding information workers, librarians and heads of information centers in the 39 participating institutions in Gaza Strip. People who were interviewed were mainly asked to identify the important areas in which information workers lack necessary preparation. Based on the interview a list of areas in which information workers lack necessary preparation were identified and arranged according to priority from 1 – 12 (1 being the most problematic and 12 being the least problematic).

A list of common problems such as library automation/ computer applications, online searching and CD ROM, audiovisuals, technical services, library administration, indexing & abstracting, basic library skills, information services, collection management, government documents, newspaper librarianship, medical librarianship were identified. The list of the common problem is displayed in Table 4.38 and it shows that forty of the participants (66.66%) identified library automation or computer applications in all library functions. A large number also indicated online searching and CD ROM 38 (63.33%), such as e-library (monographs, journals, magazines or audiovisual materials).

Four other major areas named by more than 65% of the interviewees were audiovisuals 31 or 51.66% and 30 or 65.2% of the respondents indicated technical services.

In addition, as indicated high were library administration, and indexing and abstracting achieved similar scores at 22 or 36.66%. In addition, ranked high were basic library skills 12 or 20% and 11 or 18.33% was for information services and 6 or 10% for collection management. The remaining areas namely Government Documents ranked 5 or 8.33% and for newspaper librarianship the score was 1 or 1.66% which was similar

to Medical librarianship. The findings showed that continuing education programmes are relevant for professional development of staff which should also include pursuing undergraduate and post graduate level of education in library and information science and IT courses (Mathewa, 2011).

Table 4.38: Areas of Deficiency (N= 60)

Areas of Deficiency	Frequency of Response	Percentage
Library Automation/ Computer Applications	40	66.66
Online Searching and CD ROM	38	63.33
Audiovisuals	31	51.66
Technical Services	30	50
Library Administration	22	36.66
Indexing & Abstracting	22	36.66
Basic Library Skills	12	20
Information Services	11	18.33
Collection Management	06	10
Government Documents	05	8.33
Newspaper Librarianship	01	1.66
Medical Librarianship.	01	1.66

4.1.17.. Organizational and Librarian Role Restructuring

In the past year, many libraries have not recruited new librarians, as stated by top and middle managers. According to these managers, there has been an increase in the demand for librarians in the past five years. They also think that the need for librarians will continue to rise over the next five years. Moreover, top and middle managers along with head librarians, library directors, and information centers in the Gaza Strip reported that there will be great changes in the organizational and restructuring role of librarians. Based on the interview the following common factors have been identified to affect the role of librarians. The most prominent factors that will

bring about change in the role of the librarian are re-engineering and an increased adoption of information technology.

Another major role shift will be a growing need for librarians to perform leadership and managerial roles as well as a demand for them to perform a generalist role. These major role changes are not by any means a recent occurrence but have been in the workings for the past five years and will continue for the next five years. The findings in this research showed that library workers have to undertake job related training because of the complexities of the technologies that they have to handle in their libraries and information centers where the studies were done (Lo, 2008; Mathewa, 2011).

4.1.18 Most Pressing Future Human Resource Challenges

The researcher concluded by asking middle and top-level officials to express their opinion on the most essential human resource challenges the library sector will face over the next 5 years. Based on the interview the common human resource challenges were identified accordingly. The most important challenges were about retirement. They also sought to know the reason behind these challenges. Some of the respondents mentioned experience a gap left after retirement and this is a major concern. Others were more specific in suggesting the urgent need for developing the leadership and management qualities of the current staff and be able to fill the void created by retirements. Others mentioned that the 1990s trend of hierarchical flattening and downsizing will compound the problems in replacing retiring librarians. Consequently, the current pool of librarians did not have the chance to experience leadership and management roles and are not qualified to take up senior management positions. The second challenges were concerning financial issues. This issue is related to the inadequacy of salaries for professional librarians, paraprofessionals, and clerks.

The third challenge is with regard to Information technology. Most responses dominantly focused on the necessity to adopt, implement, and maintain technology besides having training in information technologies. On the other hand, the problems related to the understanding that libraries and librarians are less significant as a result of the spread of the Internet are also highlighted. However, it is important to point out that most responses to the interview questions focused on the human resource challenges associated not to the Palestinian library system as a whole but to experience in their own libraries. Therefore, all results presented in this section should be interpreted accordingly.

Although recruitment was cited as one of the human resource challenges most respondents pointed to employment challenges as when hiring for entry-level positions. Still many expressed the necessity to recruit the middle or senior-level positions. Comments also dealt with the difficulties of finding qualified candidates owing to the skills needed by their employer. Such skills include the various aspects of management, leadership systems, or traditional functions.

Library education beside the need for libraries to pursue continuing education was also examined. Table 4.21 reflects that education is regarded as a top concern by 60% of the respondents. General comments were made so as to the need to increase training in several fields. Other respondents' views particularly focused on library schools, including criticism of the areas of education offered but at the same time they referred to the active role such library schools have in attracting a greater number of students to their programs.

Recognizing that most librarians prefer to stay at the same organization for long periods and that the less adequate promotional opportunities provided, the need to rejuvenate librarians has not been satisfied directly in this report. However, it is of no

surprise that some librarians are less motivated and interested in their profession than was perhaps once the case. One quarter of interviews showed that this is one of the basic human resource issues.

Finally, only three of the interviewed expressed their concerns about organizational change to be an important issue. For libraries to show the qualities of flexibility and adaptability to change was highlighted by most of such comments. The findings of my research were supported by Mid-Houston Library System.

For each library sector the researcher presents the most pressing future human resource issue responses. The interview reflected an apparent observation which proves a much lower proportion of public libraries indicating that retirement-related issues are an important challenge for the future. This finding is basically due to the fact that public libraries have experienced and will experience fewer retirements. On the contrary, major concerns of public and mosque libraries were made about new technologies to be the most important future human resource challenge. Public libraries are also concerned about being able to cope with new technologies, compared to other categories of Palestinian and academic libraries. Such a finding emphasizes the fact that most schools, mosques, public and academic libraries which were surveyed required either BA or post-graduate Diploma. This is necessary to improve technical skills training as shown in Table 4.21.

On the other hand, organizational restructuring and rejuvenation are the least pressing future challenges, while financial and recruitment is crucial among Palestinian libraries. More importantly, all middle and top management officers called for better educational/professional development in order to satisfy future human resource requirements.

As it is the case with school libraries, academic libraries are equally after the future needs for education/professional development. Academic libraries were the most likely of the four library sectors to cite rejuvenation of their current staff as the most important future human resource challenge. These findings are supported by other researches (Mathew, et al. & Pillai, 2011; Lo, 2008).

4.1.19. Problems and Obstacles Related to Information Human Resources

Based on the interview a list of problems and obstacles related to information human resources were identified and arranged according to priority from 1- 8 (1 being the most problematic and 8 being the least problematic). A list of common problems such as absence of human resource development policies, plans, and strategies regarding HR development, poor status, political crises, scarcity of information professionals, non-availability of suitable training programs in Palestine, lack of institutional interest and support, salaries too low to attract professionals, lack of motives and incentives including promotion or salaries. Table 4.39 displayed below shows the frequencies with which problems or obstacles related to human resource development were mentioned.

The main ones were as the following:

1. For the absence of human resource development policies, plans, and strategies at most institutions mentioned by 32 or 52.33%.
2. As far as the poor professional status is concerned, it was stated by 31 or 51.66%. This in fact makes it hard to recruit new university graduates, especially from the scientific field and business.
3. There is a lack of motives and incentives including promotion or salaries indicated by 30 or 50%.

4. Scarcity of information professional accounts for 29 or 48.33% and this scarcity is referred to computer science back ground, especially people with experience in library automation, technical services and information services. Respondents in public libraries and schools mentioned that even Para-professionals were scare
5. The fact that the proper training programs in Palestine is not so much available indicated by 25 or 41.66%. In some cases, even when these programs are available, they do not meet the needs and demands of libraries.
6. Lack of institutional interest and support for human resource development was mentioned by 21 or 35% respondents.
7. 6 or 10.0% respondents indicate a low income, low salaries for professionals.
8. Lack of incentives or motives like salaries or promotion was contributed by 6 or 10% of the respondents. The same findings found by Mid-Huston Library System where they suggested creating human resource policy and divided it to internal and external to avoid the misunderstanding of library regulations.

Table 4.39: Obstacles Faced by the Information Workers

(N=60)

Problems & Obstacles	Frequency of Response	Percentage
Absence of Human Resource Development Policies, Plans, and Strategies Regarding HR Development	32	53.33
Poor Status	31	51.66
Political Crises	30	50
Scarcity of Information Professionals	29	48.33
Non-Availability of Suitable Training Programs in Palestine	25	41.66
Lack of Institutional Interest and Support	21	35
Salaries Too Low to Attract Professionals	6	10
Lack of Motives and Incentives Including Promotion or Salaries	6	10

Most interviewees expressed their concerns about the replacement of retiring senior librarians the most pressing future human resource challenges that the library sector will encounter in the future. Such a finding can be considered as interesting if no concerns were revealed on other survey questions that inquire about difficulties in replacing retiring people in the past and future.

Other concerns about the most pressing future human resource challenges which are observed were related to factors like finance, the implementation of new technologies, and the employment of highly competent librarians, and the education and training of librarians in BA programs or within the organization itself.

Predictions of an upcoming human resource dilemma in staffing libraries come from the interaction of several factors like aging employees, lack of succession management grooming resulting from downsizing and cut backs of the 1990s. Recognizing that these concerns relate greatly to both technological and organizational changes makes the need to be categorized as urgent. Such findings of the heritage study emphasize that issues of recruitment, retirement, retention, education, training and human resource practices all bear on an assessment of library sectors' ability to cope with changes and to compete in an environment greatly driven by knowledge and information.

It was noticed from the present analysis that the new technological library system is characterized by key differences between public, academic, mosque and school libraries. However, the present summary which is a synthesis of the most basic finding of the total sample of librarians doesn't deal with the sub-sector differences.

Reasons for the high level of respondents were as follows:

No study had been conducted in this area in the Gaza Strip which would have produced baseline data about human resources in the Gaza Strip so this study will be a cornerstone for future studies in this area.

The covering letter stated the research question and the purpose of the study in clear terms. The researcher's team followed up their phone calls to the directors of the libraries and information centers by explaining the purpose and the effect of the study findings in this field. Because of that; directors have encouraged and strongly supported their staff to complete the questionnaire. A good number of the interviewees said that the questionnaires addressed issues that concern information professionals in different areas such as training, education level, language level, and experience level and the finding will provide them with their needs.

The findings of the study are expected to help in classifying library staff into professionals, paraprofessionals and clerks in such a way that each group gets their rights and benefits, which leads to implementing and adapting new and more effective library and information centers human resource policies.

The findings of this research are expected to help in having the right person in the right position and it will create new positions for specialized people, which will lead to high quality of services and to get their professional rights as library and information centers workers.

4.1.20 Difficulties and Problems

First, the Palestinian Libraries face obstacles because 13.7 % of the Library workers are staying outside the borders of the main city, which affects their work in multiple aspects. People at the managerial level cannot communicate with their staff

which in turn affects their work and their routine work gets delayed by months and sometimes by years. Sometimes they even get stranded at the border for hours and in the worst case scenario for months. It also happens that most of the time the forces at the check points seize Library materials.

The shortage of the professionals as depicted in the Table 4.46 comes from the delayed introduction of the library and information program. For instance, Al-Najah University in 1984 and 2000 respectively offered a Diploma and a degree program in Library and Information Science respectively. Before the inception of such programs people were not aware of such specialization, which automatically contributes to the shortage of professionals in the field.

The Israeli occupation of the majority of the Palestinians' cities, together with war, invasion and the check points have major effect on the shortage. The occupation of the Gaza Strip also constrained the cash flow. Employees started getting very less or no salaries which obviously pressurizes them to look for another profession.

Moreover, the highly skilled professionals weren't happy with the old standards of the degrees in the Palestinian universities. Therefore, they migrate to other countries looking for better prospects, leading to an obvious shortage and loss of professionals in the field.

Finally, the top level management finds it easier to hire Para-Professionals with Associate Degrees as they don't have to pay them higher salaries, thus saving money for their respective organizations. A total of 216 of the staff members were reported to be male while 98 were female as shown in Table 4.2. The more justifiable reasons behind such results can be described as following:

- If there are two educated members in a family; male and female, priority will be given to the male. This can be because of the male dominating culture that persists in Palestine.
- Palestine is a male dominating tribes and societies.
- It is generally believed that a male can study further even if he has to go abroad for that whereas female has to face a lot of difficulties while doing so.
- Work in the library is considered as tough for women.
- Families mostly prefer their female members to stay at home and raise the children rather than asking them to work.

Moving to the age groups of the respondents, the majority existed between 31 and 45 years of age as shown in Table 4.3. The reason for this active participation is that these respondents were not too tied up by the burden of responsibilities; most of them were living with their parents and not married. It can be inferred that less interest was due to additional responsibilities of family as well as responsibilities of being a part of their respective social circles.

Concerning School Libraries, please refer to Table 4.16. We can clearly see that there is a clear shortage of Professionals in the field. This in turn affects the Library services such as the opening hours, collection development, and usage of standardized systems. Such aspects have a direct impact on the usage of the School Libraries, limited new collections, and lack of in facilities, services and development.

From the interview of the top level management, we can conclude that the vital shortage came in front of us when they talked about school libraries. Since 90% of the workforce in school libraries was paraprofessional with associate degree meaning they

do not have a background in library sciences or computer skills, they lack knowledge about standardized systems of the Library and they don't even have the ability to continue within the field even when they get trained in this particular area. For that we need enough professionals in the field who can contribute in the development of the School Libraries and find a way to increase the usage of the School Libraries by developing the interest of the readers.

From Table 4.23 we can clearly see that 66% of the workforce did not know how to type or to use the computer for typing and such a high percentage is quite alarming for becoming a successful organization. The reason behind this is scarce use of internet or computer and media is not that developed in the country. They still believe in the manual way as the most reliable way of communication. Even the automation or the practical courses are not included in the degree programs. Therefore, the students lack motivation to use technology. Even the top level management described lack of use of technology as an obstacle to success.

In Table 4.2 we see that the number of the female workers was pretty fair as compared to the male workers with the ratio 85:102. A clear explanation of this difference could be that female workers found the duty of the school pretty flexible with lesser working hours, less burden of work and abundant holidays or vacation.

Keeping the age factor in mind, as shown in Table 4.3, we see that again the largest concentration was found in the age group of 30 - 35. One clear explanation can be a factor that at this age majority of men are still not married and thus have no problems with taking responsibilities.

In Table 4.5, the highest degree among the school libraries' respondents was a post graduate diploma with majors in library and information science. The reason is the

lack of interest in choosing such a subject as a profession. Moreover, such detailed programs are not even offered in Palestinian Universities and cannot afford to pay such a program at such an extensive level.

Table 4.2 clearly depicts that 1-3 years of experience was the most common among the workforce of school libraries. It is so because people often find better jobs to sustain themselves than school libraries. Lack of facilities and poor organizational structure also encourages people to look out for better prospects.

In Table 4.6, we see that majority can speak and read Arabic Language being their mother tongue. About 194 could speak English while 120 cannot speak English. The reason behind such a low ratio is that the medium of instruction in schools and colleges of Palestine is Arabic therefore the students cannot even communicate in any other language other than Arabic Table 4.8.

Talking about Table 4.4, we realize that about one third of the workers stay outside the city; the Professionals and Para-Professionals are in the worst case scenario if the political situation of the country goes bad. These people are stopped from going to work which in turn affects their library work and no services often lead to keeping the Libraries closed. Accordingly, the researcher believes that these libraries need to recruit local professionals in a city where the library is located.

If we look at Table 4.5, we can easily conclude that, Out of a total of 314 respondents, only 11 hold a bachelor's degree, which is sadly quite low because this is the concentration that is called as professionals in the field and having such a low number of professionals will not only degrade the field but it will also fail to keep up its pace with the international developments going on. Reasons behind this low number can be poor prospects, lack of retirement plans, lack of prestige in society, longer

working hours, poor management, lack of organization. In addition, if the professionals and Para-professionals are provided with the same package, the professionals will only think of shifting their field.

In Table 4.2, we see that the major concentration in the years of experience lies in the 4-6 category because with the introduction of the program in 2000 in the Gaza Strip, academic libraries decided to hire fresh graduates professionals, which served as a baseline for their work experience and the low years of experience can be understood from the drawbacks of the profession such as poor prospects, lack of retirement plans, lack of prestige in society, long working hours, poor management, and lack of organization.

Table 4.6 shows that respondents were quite positive in academic libraries as such libraries include lots of subjects and knowledge of which is quite essential. Respondents showed positive results in terms of knowledge of English, French, and Hebrew. One reason behind a low percentage of speaking foreign languages is that the mother tongue is Arabic and most of the communication takes place in Arabic. Most of the course at the colleges and the universities are thought in Arabic.

Table 4.21 illustrates the economical conditions. Palestine is not a rich country. Most of the educational institutions were built in the late 1990s. That was a basic reason behind people migrating to countries outside Palestine. That's why those people comprehended other languages more than English.

Based on Table 4.1, in mosque libraries, the situation is better than the rest as these libraries are classified under the governance of the Ministry of Islamic Authority. The number of professionals was still encouraging as these libraries are still new and

were established only in the late 90s. Moreover, they have a policy by the head of the department of not hiring people holding less than a Bachelor Degrees.

Table 4.1 In the Mosque Libraries, predominantly, male workers were found since it is not appropriate for female workers to work in mosque libraries.

Regarding the age factor in mind, See Table 4.31, we see that again the largest concentration was found in the age group of 31 – 35. One clear explanation can be a factor that at this age majority of men are still not married and thus have no issues with taking responsibilities and the majority was studying while working. The next highest categories were 41 - 45 and 51 - 55 as the majority moved into this profession from other fields, hence increased the concentration.

Table 4.5 shows that the majority was holding post graduate diploma as per the policy of the Ministry of Islamic Authority of not hiring people holding less than a bachelor degrees. Half of the workers in the mosque libraries are paraprofessionals with degree in major other than library and information sciences. But most important point here is that there is no employee less than an associate degree and the required number of workers in mosque libraries who has Masters or post graduate diploma will reflects their excellence in the field and services.

Table 4.2 illustrates that the major concentration in the years of experience lies in the 4-6 category because with the introduction of the program in 2000 in Gaza Strip, Academic Libraries decided to hire fresh graduate's professionals in their libraries, which served as a baseline for their work experience. People with higher years of experience were working with the Ministry of Islamic Authority but not for the libraries, however, they later shifted their jobs to work for the Libraries under their supervision.

Table 4.23 indicates that 198 of the respondents didn't know how to type because the primitive way of running a library is believed to be manual and even their curriculum did not allow them to use technology, hence the limited use of automation. Moreover, all the subjects in the mosque libraries revolve around religion and Islamic Authority so they don't really think that there is a need of automation. In short, manual systems rule such libraries. Even compared to the age of the workers majority belongs to older age groups and the learning curve is quite low. Before the merger of the Mosque Libraries with the Ministry of Islamic Authority, each mosque had a library that was supervised by the Imam (Head) of the mosque but after this merger took place, mosque libraries are treated as a department of the Ministry Islamic Authority.

Table 4.7 The results for the acquisition of languages like English, French, Hebrew etc. was quite positive as they had majors in different fields hence it can be depicted that they have a bright future if they keep on going and growing at this rate as the newer employees join the ones already existing. Even the manuscripts in other languages need some trained professionals to read them and explain them, hence the professionals do this job pretty well and the department is quite satisfied with their performance.

In Table 4.9, there are not many public libraries but the ones that are there are located in the center of the city, thus rendering services for the areas surrounding it. Furthermore, people and workers do not find it difficult to access them.

In Table 4.1, According to the male dominating society, it is advised for the male workers to work in such libraries.

In Table 4.5, since the work of Public Libraries is quite complicated so we see a large concentration of workers holding Masters in library and information sciences. Still

the head of the public libraries complained about budget constraints that held them from hiring more professionals and also halted their growth and processes. On an average visits to the public libraries is quite less than that of the academic libraries because of the political situation and the untimely invasion of the forces does not allow the Libraries to get their material at the right time hence delaying the processes.

The majority belonged to fresh graduates who were willing to work in a place like public library to broaden their horizon of experience and knowledge. Furthermore, they were also willing to work for such libraries since they are being governed by the Ministry of Culture.

In Table 4.2, 6 years of experience was quite good for the reputation of such a place as the workers were fresh graduates who started working with a broader platform like that of a public library where the number of customers is ever increasing whatever the situation might be.

In Table 4.7, a good number of respondents could read and speak English and other languages. The results for the acquisition of languages like English, French, Hebrew etc. was quite positive as they had majors in different fields hence it can be depicted that they have a bright future if they keep on going and growing at this rate as the newer employees join the ones already existing. Even the manuscripts in other languages need some trained professionals to read them and explain them, hence the professionals do this job pretty well and the department is quite satisfied with their performance.

4.1.21 .. Human Resource Practices and Job Satisfaction

Overall performance is heavily influenced by nurturing the organizations human assets that include human and intellectual capital as well. Similarly the level of work including good remuneration, family-friendly, meaningful, challenging, fruitful and participatory work and the quality of employer – employee relationships of trust and loyalty is largely dependent on job satisfaction and staff retention. Therefore when the job is satisfactory, interesting, and rewarding and when libraries and information centers workers show satisfactory relations with their employers, they tend to be satisfied with their jobs, more efficient in their performance and more motivated to create. Quality of work life also influences recruitment (e.g. being employer of choice). On the contrary, if the work environment is less-than-desirable with weak employer-employee relationships and low job satisfaction, early retirement is very likely to happen leading to non-traditional libraries of the Palestine system, less-than-optimal job performance and difficulty in recruiting new librarians.

In their study of job satisfaction, Lecki and Brett (1997) found that Canadian University librarians are more satisfied with their jobs when compared to average Canadians. Librarians were most satisfied with the traditional elements of leadership itself, a strong focus on service with ample opportunities for independence, challenge, creativity, and participation in professional activities.

It seems that attracting new recruits, keeping staff members and losing seniors as a result of early retirement are not of great concern for most libraries in the sample of the positive spin off from creating a quality work environment are most relevant as they apply to satisfaction, morale, rejuvenation and the level of current productivity of the workforce. Moreover, since studying librarians is not the aim of this study, it is not meant to draw a conclusive relation between the quality of work life and job

satisfaction, on the other hand, respondents' perception of job satisfaction of librarians are provided beside making an assessment of the quality of work performed in Palestinian libraries by basically comparing the results to other Palestinian libraries by mainly comparing the results with other Palestinian employers when possible.

4.1.22....Human Resource Policies or Programs

Regarding human resource development, directors and chief librarians were actually asked whether they have certain agendas or plans for more human resource development. Among the 39 institutions, 19 or 48.71% had development programs. Only 3 or 7.7% had written guidelines. These were the Red Cross Association Library, Ministry of Culture Library Department and Islamic University of Gaza. The nine remaining institutions had unwritten policies and programs are oriented mainly toward training new employees within their institutions' existing training programs, or through training available within the country. In a few cases some institutions such as the Municipality of Gaza send some of their employees to be trained abroad such as Malaysia. Three respondents reported that in their institutions the only people eligible for training abroad are those in the middle and top management.

On the other hand, 32 institutions 69.6% have no written or unwritten human resource development policies programs. However, 26 of these did engage in staff development activities at a minimum level, such as encouraging their staff to attend short training courses and give them travel allowance so as for them to attend conferences.

4.1.23....Extrinsic Benefits

Intrinsic factors such as enjoying respect, trust, and loyalty with employers are much more appreciated by employees than extrinsic like payment, benefits and job security.

Lowe (2000) in his research found that apart from salary, employees show more interest in career-advancement opportunities, training and development as well as in employers who tend to support their experiences with these initiatives. However, receiving good payment remains vital to most employees.

It is usually believed that in the non-profit sector employees show interest in both extrinsic and intrinsic orientation. This is basically built on employees' willingness to accept lower salaries for working in a job of social and cultural value. By "donative-labor hypothesis" researchers support the notion that people who prefer working with non-profit organizations are willing to forego salaries for the sake of having a job viewed as being more socially worthwhile than available elsewhere (Rose-Ackerman, 1996). For others, the offering of lower salaries will attract single-minded staff members that are committed to the cause of the non-profit organization (Handy and Katz 1998, p.259).

Earnings form only a part of the overall compensation package; furthermore, benefits indicate the extent to which employees are recognized for their labor. Most mid and top level officers interviewed stated that the majority of libraries are able to provide their librarians many benefits but they have a limited budget. Such benefits offered by most academic libraries include retirement plans and life insurance. Still most libraries provide workers' compensation, supplemental medical and dental plans. Assistance plan and maternity leave are also offered to employees, fewer in number but still encompassing a majority of libraries. Apart from education leaves given by academic libraries, other benefits offered by some organizations are included in the study.

Generally speaking, all the above mentioned benefits compare very favorably to those offered for Canadian workers. For example only one-half of the workforce receive sponsored pension plans (Lowe, 2000) compared to 92% of librarians. Non-profit

organizations show higher percentage of libraries offering benefits. Whereas 79% of non-profit organizations offer supplemental medical benefit to their full-time employees (McMullen and Schulenburg, CPRN, 2003), 88% of libraries in this sample provided this benefit.

4.1.24. Intrinsic Benefits

Concerning intrinsic benefit, problem-solving teams are available in half of the libraries and in most academic sector organization rating is 58%. However, few libraries practice job enrichment, job sharing or job rotation, In fact, libraries might benefit from implementing these job strategies because they boost skill flexibility which is needed. These job strategies also motivate and encourage librarians when providing them with a variety of tasks; in addition, they enrich their marketable skills that can be transferred from one position to another and from one organization to another.

One characteristic feature of libraries is flexible job scheduling as it is the case with the different forms of communication (performance evaluations, information sharing and feedback programs). In spite of the fact that these work practices are common among academic libraries, more can be done to increase job flexibility and communication in a way to inform the meaningful participation in such organizations.

Eventually many public libraries revealed that they “promote a culture of trust and cooperation,” that “libraries are involved in most decisions that affect them directly,” and “in high-level decisions,” that “empowering librarians is important,” and that “the organization practices family-friendly procedures.”

Studying job satisfaction of Canadian university libraries, Lecki and Brett (1997) indicated that involving librarians in organizational development or high-level decisions help in overcoming the routine nature of the profession and in rejuvenating employees

as well. Salary is revealed to be not greatly related to overall satisfaction which is more greatly related to overall satisfaction which is more relevant to participation variables like feeling engaged, informed, consulted, and in control of daily activities. Given that less than half of the libraries in the current study showing librarian involvement in high level decisions and one quarter showing that librarians do not take part in decision making, efforts to boost librarian participation would be of benefit.

It is evident that librarians who are contented with their jobs are more likely to do quality work with high motivation. Such findings apply to four types of libraries but school libraries were more likely to report that their librarians were satisfied with their jobs (95.7%). Similarly, there is a strong relationship between job satisfaction and the various elements of organizational culture. Such relationship also applied to the five types of libraries.

All these findings are in accordance with common knowledge within the organizational behavior community concerning human resource practices that boost job satisfaction and productivity as well. A great number of libraries in the sample were not practicing the different qualities of work method. Therefore, it is clear that work productivity, job motivation and satisfaction could be enhanced with a more proactive human resource agenda to inform greater involvement of librarians in their organization and more utilization of job strategies. Such strategies have a major role in enhancing skill flexibility to the benefit of libraries, but they will provide librarians themselves with a larger supply of marketable skills.

In the second part of the questionnaire, the respondents were inquired about their job satisfaction in indirect measurement of this variable. Participants were asked if they would recommend the Library and Information science as a career to their friends.

Positive responses were given by 281 (91.08%) whereas the rest 28 (8.92%) respondents replied negatively as shown in Table 4.40.

If we look at the distribution of the libraries by their types, we can easily know that in mosque libraries 60 or 88.2% respondents said yes and 8 or 11.7% said no. In case of Public Libraries, 11 or 78.6% respondents replied in affirmative while 3 or 21.4% replied negatively. Talking about the Academic Libraries 36 or 80% replied yes and 9 or 20% replied no. In School Libraries, 179 or 95.7% replied positively and 8 or 4.3% replied negatively.

Table 4.40: Willingness to Recommend LIS to Friends
(N=314)

Type of the Library	Would recommend Library and Information Science's Field to a friend			
	Yes		No	
	N	%	N	%
Mosque Libraries	60	88.2	8	11.7
Public Libraries	11	78.6	3	21.4
Academic Libraries	36	80	9	20
School Libraries	179	95.7	8	4.3

Following this part of the questionnaire was the question if the respondents are willing to encourage their children to prepare for a career in library and information science. The response in this regard was very encouraging. Most of the respondents; 265 or 84.4% were willing to take this step while the negative responses were 49 or 15.60%. As shown in Table 4.41. In case of the Mosque Libraries, 53 or 77.9% respondents were in favor while 15 or 22.1% were not in a favor of it. Considering the public libraries, 9 or 64.3% respondents were in favor of it while 5 or 35.7 % were not. In the academic libraries, 31 or 68.9% respondents agreed to take the step while 14 or

31.1% did not. Lastly, in the school libraries, 172 or 92% said yes and 15 or 8% responded negatively to this question.

Table 4.41: Willingness to encourage their Children in LIS
(N=314)

Type of the Library	Would encourage their children to take up LIS as a Career			
	Yes		No	
	N	%	N	%
Mosque Libraries	53	77.9	15	22.1
Public Libraries	9	64.3	5	35.7
Academic Libraries	31	68.9	14	31.1
School Libraries	172	92	15	8

The respondents were asked to show what might make the career of Library and Information Science worth appealing and attractive. They were instructed to reply this question only if they had a no reply to either Question one or Question two in Part II of the questionnaire. Please refer to Appendix B

In Table 4.42 the majority; 190 or 84.4% replied that making the Professional Associations available could help coping with the problem. 145 or 64.4% respondents said that making better technology available will help a lot. Running to a close score of 143 or 63.55% respondents said that better salary scale could help this out, while 132 or 58.66% respondents said that improving status will solve the problem well. As an example of improvement in work status the respondents suggested to change the designation "Library" to "Information Centre" and to consider the workers as professionals. 120 or 53.33% respondents were of the view that location of their homes from town center will clarify many hassles, whereas 107 or 47.55% respondents replied that recognition of the importance of this profession will help out a lot. 40 or 17.77% respondents were of the view that it can help as a career ladder, where 39 or 17.33% respondents believed that improvement in working conditions for example (changes in

daily routine and opportunities for the Librarians to make strategies as well as decisions) will do the miracle. Lastly, 20 or 8.88% respondents believed that improvement in the work environment like (suitable library buildings, beautiful architecture, better and rich collections, attractive furniture and comfortable surrounding) will make this profession of library and information workers worth attracting as well as incentive for their future prospects.

Table 4.42: Opinion of how to make LIS more Attractive
(N=225)

Reason	Number	%
Availability of Professional Associations	190	84.44
Better Availability of Technology	145	64.44
Better Salary Scale	143	63.55
Improve Status	132	58.66
Location of their homes from Town Centre	120	53.33
Recognition of Profession's Importance	107	47.55
Career Ladder	40	17.77
Improved work condition	39	17.33
Work environment	20	8.88

* The total is greater than 225 because some respondents gave more than one response.

4.1.25. Retention

It is evident that most librarians, especially in academic libraries, prefer to stay at the same work-place for long years if not for their entire career life. Such a situation sounds good since it provides libraries with a certain level of predictability; however, it

is sometimes healthy to have a change where the workplace is typified by innovation. Limited changes also restrain promotion; therefore, it is the human resource managers' responsibility to strike a balance between staff stability and turnover.

Leaving or staying in the same workplace gives an idea about job satisfaction since it is noticed that librarians usually stay in their positions long-term when they are satisfied with certain areas of library services. The high proportion of women working in libraries can be justified by the fact that family responsibilities and duties make it difficult for them to change their jobs and to capitalize on opportunities for career advancement elsewhere (Montgomery, 2002). Force (2002) observed that staff retention can also occur by default since workers feel they do not have transferable skills or they only have few chances to change their current jobs.

It is pointed out by the Association of Research libraries' Ad Hoc Task on retirement and Retention Issues (2002) that within academic libraries retention motivators vary in the course of an individual's career. Salary, job duties, professional development and mentoring all form motivation factors for newer professionals compared with mid-career and senior professionals who are reported to be more influenced by position duties, salary and benefits, the work environment, relationships with colleagues, reputation of the library, and geographic location.

4.1.26. Libraries Retention

Knowing that retirement is unavoidable, high proportion of voluntary movement among public and special libraries is greatly affected by human resource policy and practices. For instance, turnovers can be limited when alternative work practices like teamwork, job flexibility, and team-work based training are applied (Association of Academic Health Sciences Libraries, 2001)

The location of public libraries plays a major role in having librarians stay in their position; however, reasons related to the work itself are more cited by academic and special libraries. About half of the academic and special libraries stated that their librarians continue because of the good work conditions and the interesting, challenging, and rewarding work as well.

Viewing the three types of libraries, one can obviously notice that the difference in reasons why to leave the organization is quite interesting. For public and academic libraries, librarians leave because of personal reasons. More specifically, public librarians usually leave because of the inadequacy of salaries. Special librarians, on the other hand, tend to leave for better work chances.

4.1.27. Promotional Opportunities

Whether to stay in the same organization or not is largely dependent on opportunities of being able to move into a higher position with more challenging responsibilities. On the other hand, lacking opportunities of mobility results, in creating obstacles for both staff members who usually tend to resign, and the organization, which will not be able to offer its staff chances of experiencing leadership roles and which are viewed as important but difficult to fulfill.

Factors such as concentrated age demographic and organizational flattening determine the promotional opportunities. Such factors exacerbate "structural plateau-ing" and a large number of librarians at the same level compete for fewer jobs (Montgomery, 2002). Special libraries own minor good promotional opportunities while Academic libraries were also less likely to show that limited turnover hinders promotions.

Commenting on what may form a barrier to promotional opportunities, most libraries mentioned that budget restriction to be as the major factor, while another significant

minority reported that a hiring freeze or limitation has the greatest role, and a slightly smaller number of libraries stated that organizational flattening restricted the ability to provide proportional opportunities. The very small size of the library formed a barrier for very few libraries.

To conclude this section on retention, many important interrelated human resource issues affect all sectors of libraries with varying degrees. High turnover rates don't form a concern although limited librarian turnover clearly serves as an obstacle to upward mobility for librarians. Opportunities of hiring new librarians can be limited by Low turnover rates. Moreover, advancement for younger staff is impeded by the fact that concentration of librarians is between the ages of 45 to 55.

Both limited development and mobility give a clear idea of human resource stasis within Canadian libraries. Findings reflect important implication for the degree of concern that should be given to retirement which creates advancement opportunities for remaining staff. This is not to say that libraries should disregard developing strategies to replace the competencies and corporate "memories" lost by retirement; however, it places a variant spin on retirements that might be considered as a chance to create a more flowing and dynamic human resource environment. This opportunity can only be misused if accompanied by appropriate training, development and mentorship.

4.2 Projections

This chapter is divided into two sections. The first section discusses and focuses on the issues and problems related to projections concerning satisfaction from job, volatility, nationalization and retirement. The second portion includes projections for the library and information workers which will be desperately required in the near

future. The calculated and evaluated results are focused by the type of the library and for the country as a whole.

Research questions 2 and 3 as mentioned below are discussed accomplished in the following sections:

Question 2: How sufficient are the current library and information human resources for the present and future based on the perceptions of the top management? Is there a shortage? If so, what is the nature of this shortage?

Question 3: What will be the Gaza Strip's requirements for libraries and information human resources over the next five years (June 2004- June 2009)?

4.2.1Levels of Projections

High Projections

The high projections for the information workers are relayed on the following basis:

1. Estimated projections given by top officials, head librarians and directors of libraries and information centers encompassing the duration from June, 2004 to June, 2009.
 - Estimated future growth for each type of library and information center by the Top officials, head librarians and directors.
2. Evaluated volatility as reported by the respondents. About 50 or 15.92% of the information workers who are presently employed, would still like to divert to some other field.
3. There is a need to extend the retirement age of the respondents, so that the respondents can have extensive period of productive work experience.

Middle Projections

The middle projections are based on the following:

1. Estimated projections of top officials, head librarians and directors of libraries and information centers in each institution surveyed will only be supervised between June, 2004 and June, 2009.
2. Future growth, re-entrants and newly trained workers per year will be estimated only by the top officials.
3. The third middle projection will entirely be based on the age, retirement plan and volatility of the respondents.

Low Projections

Low Projections are based on almost the same projections as that of middle projections. Middle Projections are of the researcher's best estimates and most probable projections. However, when referring to the middle projections the conditions were found to be 5% lower than the low projections. The conditions under which the low projections will occur are the following:

1. Overestimation of predicted demand given by top officials, head librarians, and directors.
2. Fewer information workers retiring by 2009.
3. Less volatility - for example, fewer workers leaving the library and information sector by taking study leave.
4. Budget cuts that might cause a delay of future staff growth.

4.2.2 .. Mosque Libraries

Table 4.43 presents the current supply, demand, and shortage in June 2004 and the projected supply, demand, and shortage by June 2009. Data in the table indicate that the current demand for information professionals is 166; current supply is 74 and current shortage is 92. Based on the current shortage, 28 are professionals, 43 are Para-Professionals with Undergraduate degree and 21 are Para-Professionals with Associate degrees. There is comparatively less shortage of Para-Professionals with Associate degrees as they are readily available in Palestine. Candidates for these positions are graduates of two-year technical colleges.

Table 4.43: Mosque Libraries-High Projections-Demand in 2004 and 2009

Supply / Demand	Professionals	Para-Professionals UG	Para-Professionals AD	Total
Current Demand: June 2004	45	89	32	166
Current Supply: June 2004	17	46	11	74
Current Shortage: June 2004	28	43	21	92
Projected Demand: June 2009	50	104	36	190
Projected Supply: June 2009	13	38	7	58
Projected Shortage: June 2009	37	66	29	132

Table 4.43 also shows that the projected demand for information workers by June 2009 will be 190 while the supply will reach only to 58; thus a shortage of 132 is expected in the supply of information workers. This sharp increase in demand is because of the expected future growth in mosque libraries. Furthermore, an assistant director of school libraries estimated that an additional librarian will be needed for each high school

because of the latest changes in the high school curriculum, which requires greater use of mosque libraries.

Table 4.43 further shows that there will be a sharp increase in demand for professionals by June 2009 (50) while the supply of professionals will be 13 - a shortage of 37. The projected supply of paraprofessionals will probably decrease in this category as a result of the change in the library school program in Palestine - from a two year associate degree to a four year undergraduate degree.

Table 4.44 shows the middle projections for information workers needed in mosque libraries. These data indicate that the demand by June 2009 will reach 172, first, to fill vacancies that currently exist as a result of the Border conditions in Palestine. Second, future growth of mosque libraries will require staffing.

Table 4.44: Mosque Libraries-Middle Projections-Demand in 2009

Supply / Demand	Professionals	Para- Professionals UG	Para- Professionals AD	Total
Projected Demand: June 2009	34	99	39	172
Projected Supply: June 2009	13	38	7	58
Projected Shortage: June 2009	21	61	32	114

However, plans are under way to reopen most of these schools. The third reason has to do with future expansion in the library department in the Ministry of Education.

The department is planning to establish a new unit for library automation and development of a national union catalog. Fourth, information workers who will retire or leave the profession must be replaced. The shortage by June 2009 is expected to reach 114 information workers. Of these, 21 are professionals, 61 are Para-

Professionals with University Degrees and 32 are Para-Professionals with Associate Degrees.

Table 4.45 shows the low projection of demand for information workers by June 2009. These data indicate that the projected demand will be 173 workers, with a shortage of 115. Of the shortage, 21 are professionals, 64 are Para-Professionals with University Degrees and 30 are Para-Professionals with Associate Degrees.

Table 4.45: Mosque Libraries-Low Projections-Demand in 2009

Supply / Demand	Professionals	Para-Professionals UG	Para-Professionals AD	Total
Projected Demand: June 2009	34	102	37	173
Projected Supply: June 2009	13	38	7	58
Projected Shortage: June 2009	21	64	30	115

4.2.3 .. Academic Libraries

Table 4.46 shows the current supply, demand, and shortage in June 2004 and the projected supply, demand, and shortage by June 2009. The data indicates that the current demand for information workers is 118, the supply is 56, and the shortage is of 62 information professionals. Of that number 12 are professionals, 21 are Para-Professionals with University Degrees and 29 are Para-Professionals with Associate Degrees.

Table 4.46: Academic Libraries-High Projections-Demand in 2004 and 2009

Supply / Demand	Professionals	Para- Professionals UG	Para- Professionals AD	Total
Current Demand: June 2004	36	46	36	118
Current Supply: June 2004	24	25	7	56
Current Shortage: June 2004	12	21	29	62
Projected Demand: June 2009	55	72	50	177
Projected Supply: June 2009	20	17	-5	32
Projected Shortage: June 2009	35	55	55	145

Table 4.46 also shows that by June 2009 the projected demand will reach 177, the supply will be 32, and the shortage is expected to reach 145. Of that number, 35 are professionals, 55 are Para-Professionals with University Degrees and 55 are Para-Professionals with Associate Degrees.

The sharp increase in demand for information professionals may be related to the continued growth of academic libraries in the next five years. The Palestinian government has adopted a policy of moving toward shelf-reliance. By increasing the Palestinian manpower of the future; among the best alternatives to realize this policy is to invest in higher education, including Palestinian universities and faculties of the public Authority for Applied Education and Training. Plans are under way to study the future expansion of higher education. The Public Authority for Applied Education and Training has contracted several consultants in different fields from England and the United States to help in the rebuilding process and planning for future expansion. Another factor that influences the expansion of the library system at the Public

Authority is the separation of girls 'and boys' colleges that require a separate library in each college. The library director at the Public Authority estimated the number of academic libraries to be 23 by the end of 2004.

Table 4.47 presents a middle projection of demand for information workers in academic libraries. The data indicates that the demand for information workers will reach 144 by June 2009. The shortage is expected to reach 112 information workers. Of that number there are 28 professionals, 34 are Para-Professionals with University Degrees and 50 are Para-Professionals with Associate Degrees.

Table 4.47: Academic Libraries-Middle Projection-Demand in 2009

Supply / Demand	Professionals	Para-Professionals UG	Para-Professionals AD	Total
Projected Demand: June 2009	48	51	45	144
Projected Supply: June 2009	20	17	-5	32
Projected Shortage: June 2009	28	34	50	112

The increase in demand for information workers is to fill the current vacancies, those caused by retirement in the next five years, and the future growth of the academic library system. Palestinian University is expected to implement automation. Besides, an additional new structure is being built to accommodate different libraries according to faculty as well as build an administrative block to manage different types of libraries. Furthermore, the British Council had been awarded a contract to modernize and automate the existing library system and train the library staff as well.

Table 4.48 presents Low projections for Information workers in 2009, indicating that the demand will be 115 with a shortage of 83 information workers: 15 professionals, 30 are

Para-Professionals with University Degrees and 38 are Para-Professionals with Associate Degrees.

Table 4.48: Academic Libraries-Low Projections-Demand in 2009

Supply / Demand	Professionals	Para-Professionals UG	Para-Professionals AD	Total
Projected Demand: June 2009	35	47	33	115
Projected Supply: June 2009	20	17	-5	32
Projected Shortage: June 2009	15	30	38	83

4.2.4School Libraries

Table 4.49 shows the current supply, demand, and shortage in June 2004 and the projected demand, supply, and shortage by June 2009. The data indicates that the current demand for information workers at government, UN school libraries and information centers is 310 with a current supply of 199 and a current shortage of 111. Of that number there are 19 professionals, 57 are Para-Professionals with University Degrees and 35 are Para-Professionals with Associate Degrees. The data suggests that the projected supply will increase very slightly to 96 information workers by June 2009.

Table 4.49: School Libraries-High Projection-Demand in 2004 and 2009

Supply / Demand	Professionals	Para- Professionals UG	Para- Professionals AD	Total
Current Demand: June 2004	39	232	39	310
Current Supply: June 2004	20	175	4	199
Current Shortage: June 2004	19	57	35	111
Projected Demand: June 2009	56	277	43	376
Projected Supply: June 2009	20	163	-12	171
Projected Shortage: June 2009	36	114	55	205

The slight increase of the projected supply may be related to, first, the good salaries of librarians in this sector; second, the low status of librarians with library degrees who are not regarded as professionals; and last, the low working hours required of most library and information center workers. The Government workers in the public sector have to work for a six day period starting from 7:30 in the morning to 1:30 in the afternoon. Though the employees at the academic libraries and information centers have much longer working hours, they however work for only five days in a week.

The projected high demand is expected to reach 376 information workers by June 2009 and the shortage will be 205. The breakdown of the shortage is 36 professionals, 114 Para-Professionals with University Degrees and 55 Para-Professionals with Associate Degrees.

The sharp increase in the projected demand results from the number of new government school libraries to be established in 2004-2009. Many Government

Ministries which includes the Interior and Health Ministries are putting their plans forward to either set-up brand new school libraries are planning to restructure and establish new school libraries.

Table 4.50 presents the middle projections of information workers at government school libraries and information centers. These data indicate a sharp increase of projected demand by June 2009 to 347; the projected supply will remain at 171 information workers, leaving a shortage of 176. Of this number 25 are professionals, 101 are Para-Professionals with University Degrees and 50 are Para-Professionals with Associate Degrees.

Table 4.50: School Libraries-Middle Projections-Demand in 2009

Supply / Demand	Professionals	Para-Professionals UG	Para-Professionals AD	Total
Projected Demand: June 2009	45	264	38	347
Projected Supply: June 2009	20	163	-12	171
Projected Shortage: June 2009	25	101	50	176

The increase in demand is related to current vacancies, retirement, and wastage replacement and future growth in the number of government school libraries and information centers, which are going to be rebuilt and established.

Table 4.51 shows the low projections of information worker demand. These data indicate that the demand is expected to reach 325 with a shortage of 154; 24 professionals, 97 Para-Professionals with University Degrees and 33 Para-Professionals with Associate Degrees.

Table 4.51: School Libraries-Low Projections-Demand in 2009

Supply / Demand	Professionals	Para- Professionals UG	Para- Professionals AD	Total
Projected Demand: June 2009	44	260	21	325
Projected Supply: June 2009	20	163	-12	171
Projected Shortage: June 2009	24	97	33	154

4.2.5 Public Libraries

Table 4.52 presents the current supply, demand, and shortage in June 2004. The data indicate that the current demand for information workers 82, the current supply is 33, and the current shortage is 49.

By June 2009, the projected demand for Information workers will be 137; projected supply will be 19, whereas the projected shortage will be 118.

Table 4.52: Public Libraries-High Projections-Demand in 2004 and 2009

Supply / Demand	Professionals	Para- Professionals UG	Para- Professionals AD	Total
Current Demand: June 2004	21	37	24	82
Current Supply: June 2004	11	14	8	33
Current Shortage: June 2004	10	23	16	49
Projected Demand: June 2009	46	61	30	137
Projected Supply: June 2009	7	10	2	19
Projected Shortage: June 2009	39	51	28	118

The sharp increase of demand of Information workers, especially professionals, results largely from future expansion in Public Libraries. New Libraries are being planned to be built by the Ministry of Culture in the coming years. Table 4.53 present the middle projections for projected supply, demand, and shortage in June 2009. The data indicate that the projected demand for information workers is 108, the projected supply is 19 and the projected shortage is 89.

Table 4.53: Public Libraries-Middle Projections-Demand in 2009

Supply / Demand	Professionals	Para-Professionals UG	Para-Professionals AD	Total
Projected Demand: June 2009	31	55	22	108
Projected Supply: June 2009	7	10	2	19
Projected Shortage: June 2009	24	45	20	89

The increase in demand for information workers largely centers on public libraries which are currently not running smoothly due to an acute shortage of staff. Most public library branches are now without professional librarians. The reason being the presence of less number of highly qualified staff is because most of the workers hold Bachelors in fields other than Library Sciences.

Moreover, there is a great need of information workers to carry out important projects like collecting the lost government documents and installation of automation in various categories of the Library procedures.

Table 4.54 shows the low projections of information worker demand in June 2009. These data indicate that the demand is expected to reach 94 with a shortage of 75; 18 professionals, 40 Para-Professionals with University Degree and 17 Para-Professionals with Associate Degrees.

Table 4.54: Public Libraries-Low Projections-Demand in 2009

Supply / Demand	Professionals	Para-Professionals UG	Para-Professionals AD	Total
Projected Demand: June 2009	25	50	19	94
Projected Supply: June 2009	7	10	2	19
Projected Shortage: June 2009	18	40	17	75

4.2.6 A

Aggregated Projections of Supply and Demand for Information

Workers

All the projections for the four types of Library and Information Centers were aggregated in Table 4.55 producing one projection table for the entire country. It also depicts the current supply, demand and shortage at all the three levels (High, Middle and Low) of projected demand and shortage of Information workers in Palestine by June 2009. Please refer to Figure 4.1.

Table 4.55: Aggregated Projections of the Demand for LIS Workers by 2009

Supply / Demand	Professionals	Para-Professionals UG	Para-Professionals AD	Total
Current Demand: June 2004	141	404	131	676
Current Supply: June 2004	72	260	30	362
Current Shortage: June 2004	69	144	101	314
High Projections				
Projected Demand: June 2009	207	514	159	880
Projected Supply: June 2009	60	228	-8	280
Projected Shortage: June 2009	147	286	167	600

Middle Projections				
Projected Demand: June 2009	158	469	144	771
Projected Supply: June 2009	60	228	-8	280
Projected Shortage: June 2009	98	241	152	491
Low Projections				
Projected Demand: June 2009	138	459	110	707
Projected Supply: June 2009	60	228	-8	280
Projected Shortage: June 2009	78	231	118	427

According to the Table 4.55 the aggregated demand is 676 information workers; the current supply is 362 and the current shortage as a result of subtracting the current demand from current supply is 314 workers. Of this shortage, 69 are Professionals; 144 are Para-Professionals with University Degree and 101 Para-Professionals with Associate Degrees. Existing shortage is mainly associated with the workers diverting their fields from Library and Information Sciences and the rest are the workers who left the country chiefly after the Israeli Invasion of different parts of Gaza Strip.

Most of the Libraries were seen coping with the aftermath of the Israeli Invasion and they were focusing their concentration more on the building infrastructure rather than the Staff management.

Table 4.55 also depicts the three levels of projected demand, supply and shortage. The projected demand of Information workers by June 2009 is projected at 880; 207 professionals, 514 Para-Professionals with University Degree and 159 Para-Professionals with Associate Degrees. This projected demand is likely to become a reality if libraries and information centers obtain more support from management (key government officials and corporate executives) and are released from the pressure of current circumstances.

According to the middle projections, which represent the researcher's best estimate, the demand for information workers will be 771 in June 2009, with a shortage of 491; 98 professionals, 241 Para-Professionals with University Degree and 152 Para-Professionals with Associate Degrees. The difference between the high and the middle-level projected demand is 109 information workers. This difference occurs because the high projection is based on the estimated need for information workers whereas the middle projections are based on the estimated need for information workers that managers, head librarians, and directors believe they will be authorized to hire.

Using the low projections, projected demand is expected to be 707 information workers. The shortage will be 427; 78 professionals, 231 Para-Professionals with University Degree and 118 Para-Professionals with Associate Degrees. The difference between the middle and low projections is 64 information workers. The increased demand for information workers is evidenced from the projected manpower requirements, presented in this section as high, middle, and low projection and the highest estimate is credited to the high projections. Based on this estimation, the demand for information workers is expected to reach 880, while the supply will reach 280 and the shortage will be 600 by June 2009.

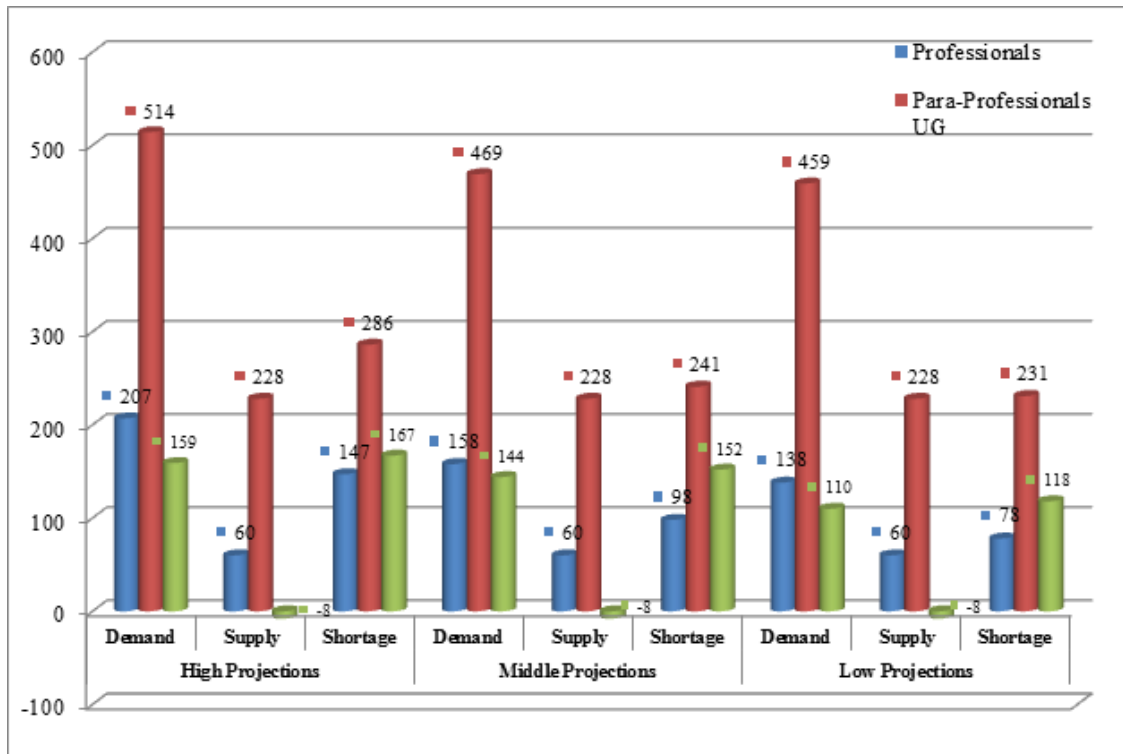


Figure 4.1: Gaza Strip's Aggregated Projections 2009

4.2.7R

etirement

After the war of 1948, The Social Security got split up into two categories: The Egyptian Social Security took responsibility of the Gaza Strip while The Jordanian Social Security took over the West Bank and all this went on till 1967 when Israel took over the Gaza Strip as well as the West Bank.

Social Security began in Gaza Strip, Palestine in 1940s, but it was designed to take care of senior citizens mainly because they should feel independent yet at such an old age and not depending on the other family members even after retiring from job. The Government of Palestine established the Social Security Association on its own support in 1958. The Three bodies contributing and basically financing the Social Security Association: the employer, the insurance agent and the State Government of Palestine (Abu Qoush, 1993).

The Social Security system defines the minimum retirement pension as 60% of the last monthly salary and the maximum pension as 90%. In case of disability or death the law doesn't require any period of qualifying service for a person to be covered. In order to be eligible for normal retirement benefits, an employee must work for at least 20 years. The exception is for a married woman, who must work only 15 years for eligibility. Many married women take advantage of the system and retire after working 15 years because they want to stay home and look after their children.

The latest Public Institution for social Security's Annual Report states that, 152 women retired in 2002 while 125 or 82.23% women were between 47 - 52 years of age. The tendency toward earlier retirement for both men and women in Gaza Strip is ever increasing. Talking about men, 96% retire in ages of 50 and 59, while as 4% retire between 40 and 49 (Public Authority for Social Security, 2002).

First the retired librarians may take up non-management positions and their previous positions are necessarily held by the same competencies. Second, given the rapidly changing roles and functions of staff, succession planning also needs to consider the possibility of restructuring positions that were once held by retiring librarians to reflect the current and future competency needs of libraries. Third, there is growing recognition that succession-planning needs to incorporate recruitment and training efforts and analyses of the functional requirements of librarians at all levels in the hierarchy, and not just at the end of librarian human resource cycle. As well, many of the paraprofessional library staff were hired in the same time period as librarians, are of the same age demographically, and are predicted to retire in similar numbers (Kalin, 2003). Lastly, much of the current literature on succession management reiterates the need for libraries to take a long-term view, and a proactive role in terms of planning

their workforce needs (Whitmell, 2002; Gutsche, 2011). Conceptions of succession planning within the library field have thus migrated to an organization-wide approach.

A recent study of 124 libraries conducted in 2002 (Summerfield, 2002) support the belief that libraries are not prepared to replace upcoming retiring professionals. When asked about their level of preparedness for replacing retiring librarians, 21% of respondents felt “not at all prepared,” and 53% felt “somewhat prepared.” However, when asked about their strategies for succession planning, while a succession plan was the most frequently-stated response, “no strategies developed” was the second most frequently-stated response. Further, budget limitations and a lack of interested or qualified candidates lead the list of reasons for having difficulty in replacing staff. The authors of the study note their results are “far from conclusive,” and have suggested further investigation to provide more useful data.

Succession management is increasingly viewed as the responsibility of all involved within the library sector: individuals, institutions, and associations. In other words, there is an urge for the profession as a whole to take on the issue of succession beyond simply the individual efforts of library institutions but results from the PLA study suggest that many libraries are certain about the role that associations could play in fostering succession planning. When asked about what the PLA could do when addressing the situation, the most frequent response from the interviewed sample of middle and top management offices was “yes they have a good role.”

The goal of the present study is not simply to ‘predict’ the size of the next wave of future retirements. While this is important information to gather, it is equally important to ground those numbers in the existing human resource conditions of Palestinian library workers. The present retirement situation, including retirement events of the coming five years, current succession planning preparedness, and

perceptions of libraries' own ability to replace required competencies and barriers to this replacement will help lay the foundation for an informed understanding of how any retirement bulge will be experienced by the library sector in the future. These elements are examined in this study on retirements.

4.2.8 Current Retirement

Table 4.56: Current Retirement

Reasons for Leaving Job / Position	Professionals	Para-professionals	Clericals
Retirement	2	4	2
Death	1	3	2
Study Leave	2	5	7
Moved to job	10	8	6
Dismissal	-	-	3
Others'	-	1	2
Total	11	21	26

The Table 4.56 presents different reasons for leaving jobs with corresponding positions, within the last year. Beginning with the total sample, an average loss of 8 (2 Professionals, 4 Para-Professionals and 2 Clericals) personnel was seen, where the reason given was retirement.

When it came to the mortality rate, it was seen that 6 workers on an average die. 14 workers (2 professionals, 5 paraprofessionals and 7 clericals) accounted for study leave as the primary reason for leaving their jobs, while, 24 workers (10 professionals, 8 paraprofessionals and 6 clericals) gave moving to other job as a reason for leaving their present work. On the other hand, 3 workers on an average were dismissed and 3 left for

some personal reasons. These results are based on the interview of 39 professionals from the top level management of libraries in Palestine.

A significant proportion of librarians retired before the age of 60, and only a few retired after 60. Given recent downturns in investments of retirement and pension plan holdings, whether the trend continues in the library sector remains to be seen. Simply put, older librarians may realize soon they are not able to afford to retire early.

The fact that whether librarians are offered an early retirement package also correlates with actual early retirements taken. Still, it is one thing to offer an early retirement package, but that offer still needs to be taken up by the librarians themselves. Hence, retirement policies appear to explain only part of the sector differences in age of retirement.

Other explanations for age of retirement can only be speculated upon at this point. For example, the early retirements might be because the predominantly female professional librarian workforce may opt to retire at the same time as their older male spouses exit the workforce. Alternatively, staff members who have remained at the same institution for most of their careers they tend to retire earlier.

Results on minimum age of retirement are not presented because of insufficient numbers or organizations reporting on this question.

4.2.9 . Predicted Future Retirement

Researcher used statistics data from the interview of top and middle level management in the calculations of the current librarians expected to retire over the next five years. Also, by using Statistics of top and middle level management data, comparisons in retirement predictions between all libraries are appropriate since they are all based on the same data source. Thus the findings reflect what has happened in

Palestinian libraries over last year. Such data aids in estimating what might be expected about future age of retirement. In fact, the ability to give predictions relying on various retirement ages turns to be impossible using age ranges; therefore, the researchers feel obliged to assume a minimum eligibility age of retirement of 60 years age, resulting in an over estimation of the actual retirement that will occur over the coming five years.

Based on the interview common trends in retirement were identified. 41 current librarians are expected to retire or to be eligible to retire by 2009. Between 20% and 30% of them retire or to be eligible to retire over the next five years. This leads to an over-age of 2-3 library workers retiring in every library. One should be careful in considering this data to estimate retirements for individual libraries for two reasons. Firstly the given numbers provided are sector-wide figures, and secondly they are based on the sample average of 11 library workers per library. However, when applying this retirement estimate for a library of 20 workers, the estimate would be doubled to 4-6 workers retiring over the next decade; similarly, a library with only 5 workers can expect about 1-2 retirements on an average.

Generally speaking, number of retiring libraries worker is greatly dependent on human resources planning in the library sector as a whole. A very different picture appears; however, when the number of retirements is calculated for every library. If the sample providing age information includes 15 managers and 24 of their managers are expected to retire over the next five year, it can be estimated that every Palestinian library can predict an average of 2 library workers retiring over the next 5 years. In these two level of analysis, two variant views on retirements are offered; one concerning the library sector as a whole and the other concerning individual libraries. Retirements, cannot be treated in isolation but must be considered as an element of supply - demand within an organization. When a library expect 2 library workers to

retire over the next five years and it encounter difficulties in recruiting new library workers, the human resources loss due to retirements is going to be of much greater consequences.

Of course, the estimation figures of retirements don't reflect anything related to the qualitative aspect of human resources loss that appears when library workers retire. Evidently, retiring library workers results in more than having only vacant positions, but they are creating a vacancy in basic knowledge, skills and experience that individual libraries should take action to replace. The following section focuses on the ability to replace the lost skills, knowledge and leadership qualities from departing senior librarians.

4.2.10 ..Recruitment

Based on the interview three recruitment patterns were identified.

The most dominant pattern is that in which there a stable or decreased requirement to recruit is and no library workers have currently been hired, the second recruitment pattern observed in one out of five libraries is one where there is a need to recruit which is associated with active recruitment. The third pattern appears in a small minority of libraries where there is an unfilled need to recruit.

In general, recruitments does not form a big problem to most libraries even though many obstacles related with financial resources, geographical location and hiring freezes prevent some libraries from hiring new library workers.

In the process of recruiting new library workers, leadership potential, managerial skills and the ability to respond flexibly to change are found to be the most important and difficult to fulfill. The analysis of the difference between the number of library workers hired and departed showed a high growth rate in human resource in the year

2004. However, most libraries did not have any mobility into or out of the organization in the same year; the thing which indicates that the growth was experienced in a minority of libraries. This small growth has probably recaptured only a portion of the workforce lost during that time. Therefore, if the same rate of professional library workers growth went on as it was in 2004, future losses resulting from retirement could be neutralized.

1. Libraries and information centers should lower qualifications for new employees to enter the field by in the short term. Certain professional positions might be filled by subject specialists and professionals from other related fields, like communications, computer science, science and technology, and management.
2. Librarians and information specialists (living out of the city) could continue to work within the limits of the established national goals in other words, not to exceed 25% of the total information workforce in city, especially in the short near term.
3. Currently, non-city workers represent about 13.7% of the Gaza Strip's information and library science work force, so a considerable number can be hired without violating the limit on the non-local workers set by the administrators.

Question 4: What plans and strategies exist now and what will be needed for future information human resource improvement?

Research Question 4 is answered through the dissection in the following sections

4.3 Volatility

The future plans regarding the Library and Information Science's Field were determined and concluded after asking the respondents if they plan to work in the area of Library and Information Science for the rest of their careers. The respondents were provided with five options to choose from:

1 = definitely; 2 = probably; 3 = unlikely; 4 = no and 5 = uncertain at this point. Responses of "definitely" and "probably" were considered as positive, that is, those who gave these replies were considered likely to work in the Information Sector for the remainder of their careers. Those who selected "unlikely" or "no" were considered to be planning a shift to some different occupation or in case of the foreign information workers, to move outside the country.

Please refer to Table 4.57. The results show that 50 or 15.92% respondents answered as "definitely", 127 or 40.44% responded as "probably", 10 or 3.2% responded as "unlikely", 65 or 20.7% responded as "no" whereas 62 or 19.74% respondents chose "uncertain".

When the responses were gathered, 177 or 56.39% were positive, showing that the respondents planned to remain in the library and information science profession for their remaining careers; 75 or 23.88% respondents replied negatively, indicating that they were willing to change or shift their professional career. Lastly, 19.73% respondents were uncertain about this decision.

When the results were analyzed on the basis of the type of Libraries, the highest volatility (respondents who replied "unlikely" and "no") was found in School Libraries (32%) and Academic Libraries (13.3%). The respondents expressed dissatisfaction with their profession. Next in the negative responses were the mosque libraries with 11.8%.

The lowest rate of volatility was found in the public libraries with 7.1%, indicating the highest number of professionals who did not plan a swift in their career.

Table 4:57: Respondents' Volatility
(N=314)

Library Type		School	Mosque	Academic	Public	Col Total	Col %
Definitely	N	16	14	14	6	50	15.92
	C%	32	28	28	12		
	R%	8.6	20.6	31.1	42.9		
Probably	N	69	33	20	5	127	40.44
	C%	54.3	25.98	15.7	3.9		
	R%	36.9	48.5	44.4	35.7		
Unlikely	N	7	1	2	0	10	3.2
	C%	70	10	20	0		
	R%	3.7	1.5	4.4	0		
No	N	53	7	4	1	65	20.7
	C%	81.53	10.76	6.15	1.53		
	R%	28.3	10.3	8.9	7.1		
Uncertain	N	42	13	5	2	62	19.74
	C%	67.74	20.96	8.06	3.22		
	R%	22.5	19.1	11.1	14.3		

4.3.1S

stress on Location of the residence with respect to Town Center.

The sentence location of the residence of respondents with respect to town center refers to the process which explains the distance of respondent's residence with respect to their work place. In the earlier chapters the researcher described about the issue that most of the respondents specially the ones who lived outside the Gaza Strip had to pass several Checkpoints before actually coming to work.

Following are the obstacles that are faced by the People in Palestine to reach out for the libraries:

Considering the impact of Israeli censorship since 1967, Palestinians in the West Bank and Gaza Strip have not had the chance of going abroad without passing through Israel or an Israeli checkpoint. This is still the case. The Israelis can no longer go into the libraries that are in the areas now controlled by the Palestinians; nevertheless they still dominate all people and goods going in and out of these areas.

But restraints on those who exercise their freedom of expression at an earlier stage in the literary chain: authors, publishers, journalists, academics, and so on, of course, affect how free a library should be. The worst and poverty-stricken areas in the whole Palestinian National Authority Areas such as Rafah, Khan Younis (in Gaza Strip) and Ram-Allah, Jenin and Tulkarem (in West Bank) reflect the fear, siege, curfews, checkpoints, arrests and random or planned killing.

The Gaza Strip is the band of land located between the Mediterranean on the west and the Negev Desert on the east. It is about 40 km (25 mi) long and only six km (4 mi) wide (at its thinnest point). Latest estimates are that it is home to more than one million people, of which some 4,000 are Israelis living in 20 protected Jewish settlements and checkpoints.

Most Palestinians live in the cities of Rafah, Khan Younis, and Gaza, or in eight refugee camps (Rafah, Khan Younis, Deir el-Balah, Maghazi, Nuseirat, Bureij, Shati(Beach) and Jabalia). Starting in 1948, the Gaza Strip was turned over to the Palestinian people as an area where they could make a home. Still today, the entire Gaza Strip is fenced in by razor wire. However, since the partial withdrawal of Israeli

troops from the Gaza Strip, it has become a semi-autonomous zone under the management of the Palestinian National Authority.

The imposition of generalized border closures in response to terror attacks in Israel disrupted previously, established labor and commodity market relationships between Israel and the Strip. The most serious negative social effect of this downturn is the emergence of high unemployment, due to which parents cannot afford to send their children to go to schools and Libraries seem to be a far cry from them. Poverty flows from an occupation characterized by curfews, checkpoints and closures.

Collective punishment of this kind means people are unable to get to work, school or even hospital while the arbitrary and random nature of curfews is designed to make it impossible for people and civil institutions to make any plans. Not to forget, the curfews are re-instated without notice. One gets stuck wherever he happens to be when a curfew is imposed, irrespective of the place and has to wait for the curfew to lift and go back home, but the checkpoints get him worse and one is not allowed to pass he might be stuck for the rest of the day or the night, waiting for his fate.

Israeli checkpoints are posted between villages and even in towns and cities. One has to be really very lucky to pass through them. When it comes to the West Bank, you walk across haunted tracks left by Israeli military tanks with the fear still lingering on in the solitary and devastated area. The road links between the southern Gaza towns of Rafah and Khan Younis are mostly blocked by a checkpoint. Also the Israeli tanks and bulldozers enter the Rafah refugee camp in southern Gaza and demolish their homes mercilessly creating a troublesome environment. Because of the highly militarized checkpoints, the teachers, lecturers or professor have to bear the period of unparalleled hardships to cross the checkpoints which can cost them their own lives.

Ironically, the Gaza strip has a single railway line, abandoned and in disrepair, little track age remains. It has a small, poorly developed road network, only port is in Gaza City, two airports, one paved, one unpaved and the Wye River was largely closed by Israeli orders and its runway was destroyed by the Israel Defense Force. Because of all these circumstances, the materials that should be applied to the Libraries get late, especially if they are delivered from abroad.

There are over 120 Israeli checkpoints in the West Bank and Gaza Strip, which when added to roadblocks, divide the West Bank into 300 enclaves and the Gaza Strip into three separate sections. Another point worthwhile mentionable here is that some of the professionals and library and information system workers have to travel to Gaza as it is the heart of Colleges, Universities and Libraries from other cities, towns, and villages but the unexpected curfews and unpredictable Israeli military actions hinders them to carry on their jobs.

If any Library comes up with a special schedule / scheme as well the parents become too scared of taking a chance because they do not want to risk their children's lives. Israeli soldiers normally storm the houses mostly in search of the resistance group members and kill the innocent residents mercilessly without any apparent reason. Sometimes the soldiers call on family members inside to leave the house and if they refuse, they are slaughtered. Even aged and toddlers are not spared from this inhuman act. These reasons alone disperse an air of horror and fear in the atmosphere of the Gaza Strip.

Because of the economic situation, unemployment, and extremely low incomes, curfews and checkpoints the majority of students cannot afford to buy required textbooks or even pay a visit to the nearby library. Among the 39 Institutions surveyed, majority of the respondents were reported to be living in the Gaza Strip; 32 (82.05%)

and the rest had to face the problem of crossing the Israeli Checkpoints before coming to the Gaza Strip's Town Center for their work.

Research question 5 as mentioned below is accomplished in the following sections:

Question 5: What are the levels of accuracy and achievement by the mid and top level managers of the five years projections?

4.4 Projection Comparison

Analysis of 2004 Five-year Staffing Projections for Library and Information Workers in the Gaza Strip

Table 4.58: Accuracy in the number of projected personnel-2004

Category	Count	Yes (%)
Professional	60	100
Paraprofessional	59	98.3
Clerical	59	98.3

From the Table 4.58 concerning accuracy in the number of projected personnel for 2004, we can easily conclude that there was an average of 98.3% accuracy in the number of personnel projected for the year 2004. Almost all respondents were accurate in their projections in 2004

From the category of Professional staff, out of 60 respondents, all replied positively to the projected number of workers for the year 2004, resulting in 100% results. Meanwhile, from the Paraprofessional staff, out of 60 respondents, 59 workers supported the accuracy in the number of projected personnel for 2004, resulting in the aggregate percentage of 98.3, where 1 or 1.7% respondent disregarded the claim.

Lastly, 59 or 98.3% respondents from the clerical staff supported the accuracy in the number of projected personnel for 2004, where 1 or 1.7% respondent disregarded the claim. The top officials said that the failure of meeting the projected number of personnel was due to an unexpected resignation of a female library staff.

It is worthwhile noticeable here that, females aged 17 - 37 are more likely to view family as an equal or higher priority than work. The majority of these women are willing to sacrifice pay to spend more time with their kids. Many women are literate but have to stay at home because their families do not allow them to work.

Sometimes, their circumstances forbid them to carry on with work as they carry huge responsibilities, not just concerning the respective libraries they work for but they support families. They provide a vital link between the library and the community.

Furthermore, some women are less worried for money and prestige, and more concerned with personal growth and flexibility.

Table 4.59: Accuracy in the Number of Projected Personnel-2009

Category	*SD/D/U/A/SA	Count	Percent	Cumulative Percent
Professional	A	35	58.3	58.3
	SA	25	41.7	100
Paraprofessional	A	30	50	50
	SA	30	50	100
Clerical	U	1	1.7	1.7
	A	27	45	46.7
	SA	32	53.3	100

*SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

Talking about the table on Accuracy in the number of projected personnel for 2009, we can identify a scale of “SD/D/U/A/SA” for the respondents to response on, where SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree.

The table showed that, out of 60 respondents from the professional staff, 35 (58.3%) respondents agreed to the number of personnel projected for the year 2009, while, 25

or 41.7% respondents strongly agreed to the number of personnel projected for the year 2009. Meanwhile, from the Paraprofessional staff, out of 60 respondents, 30 or 50% respondents agreed to the number of personnel projected for the year 2009, while, 30 or 50% respondents strongly agreed to the number of personnel projected for the year 2009.

Lastly, from the clerical staff, out of 60 respondents, 1 or 1.7% respondent was undecided about the projection and reported that it was possible not to have an accurate number of personnel projected for the year 2009 due to the ever fluctuating political situation of Palestine.

For too long, people have been denied the basis of a good life. Thousands are in refugee camps where they must survive under the worst conditions. People live a normal life but are careful, particularly when moving around. Some people are sometimes afraid of working as they are scared of being attacked by armed men. The top officials also mentioned the following reasons for not meeting the projections for the year 2009:

- 1 Limited amount of funds available to make the workers stay back or we can call it the lack of incentives to keep the staff motivated enough for working on regular basis for longer period of time.
- 2 Poor and unstable economic situation can affect negatively the goals as well.
- 3 Even a shortage in courses for staff development can lead to the failure in meeting the projections for the year 2009.
- 4 High cost of living with less income
- 5 Existence of other priorities in the community

Furthermore, 27 or 45% respondents agreed to the number of personnel projected for the year 2009, while, 32 or 53.3% respondents strongly agreed to the number of personnel projected for the year 2009.

The reason behind some respondents strongly agreeing to it is because they are aware of their job responsibilities and are guided properly by the heads of their departments in their respective libraries which in turn help them sort out the planning and strategies in the long run, while some respondents just agree to the facts because they do not have any fixed strategies and plans for the long run, henceforth, they keep the unforeseen in mind, and believe that the accuracy is probable.

Table 4.60: Achievement in the Number of Projected Personnel-2004

Category	Count	Yes (%)
Professional	58	96.7
Paraprofessional	56	93.3
Clerical	57	95.0

From the table on Achievement in the number of projected personnel for 2004, we can easily conclude that there was an average of 95% achievement in the number of personnel projected for the year 2004.

From the category of Professional staff, out of 60 respondents, 58 or 96.7% respondents replied positively to the projected number of workers for the year 2004, while, 2 or 3.3% respondents disregarded the claim stating the blocking of the Palestinian territories has a very concrete impact on the demand and supply of the workers in the libraries of Gaza Strip.

This study is about Gaza and it is difficult to implement it in West Bank at the current time for the following reasons: There are 480 check points in the West Bank. The wall that Israel built has confiscated a large part of the Palestinian land whilst dividing families and aggravating mobility problems. People cannot even travel to the West Bank for official reasons, such as work, meetings or international conferences. The Palestinians in Gaza Strip and the West Bank all have problems contacting each other owing to the blockages and we have to use the phone or faxes.

Since the ascendancy of Hamas in the Palestinian government, it has become extremely difficult to travel from Gaza to the West Bank. For this reason, it is difficult to maintain an ongoing working relationship between Palestinian Library workers in Gaza Strip and their counterparts in the libraries of the West Bank.

Even the workers who manage to hold on to their jobs are often unable to reach their workplaces for long periods, with serious repercussions on their incomes and output. Meanwhile, from the Paraprofessional staff, out of 60 respondents, 56 workers supported the achievement in the number of projected personnel for 2004, resulting in the aggregate percentage of 93.3%, where 4 or 6.7% respondents disregarded the claim, stating the very similar reason of the political situation in Palestine.

Lastly, 57 or 95% respondents from the clerical staff supported the achievement in the number of projected personnel for 2004, where 3 or 5% respondents disregarded the claim again summing up the reason of the political situation in Palestine.

Table 4.61: Probability of achieving the number of projected-2009

Category	*SD/D/U/A/SA	Frequency	Percent	Cumulative Percent
Professional	A	28	46.7	46.7
	SA	32	53.3	100
Paraprofessional	A	28	46.7	46.7
	SA	32	53.3	100
Clerical	A	28	46.7	46.7
	SA	32	53.3	100

*SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

It can be verified from the table that, out of 60 respondents from the Professional staff, 28 or 46.7% respondents agreed to achieving the number of personnel projected for the year 2009, whereas, 32 or 53.3% respondents strongly agreed to achieving the number of personnel projected for the year 2009.

Meanwhile, from the paraprofessional staff, out of 60 respondents, 28 or 46.7% respondents agreed to achieve the number of personnel projected for the year 2009, whereas, 32 or 53.3% respondents strongly agreed to the number of personnel projected for the year 2009. Lastly, from the clerical staff, out of 60 respondents, 28 or 46.7% respondents agreed to achieve the number of personnel projected for the year 2009, while, 32 or 53.3% respondents strongly agreed to the number of personnel projected for the year 2009.

Research Question 6 as mentioned below is discussed and fulfilled in the following sections:

Question 6: What is the status of the library and information human resources after 2009?

4.5 Obstacles Associated with Information Human Resources in 2009

Table 4.62: Comparison between Demand, Supply and Shortage 2004 and 2009.

Supply/ Demand	Professionals	Para – Professionals	Clericals	Total
Current Demand: June 2004	141	404	131	676
Current Demand: June 2009 (Middle Projections)	158	469	144	771
Current Supply: June 2004	72	260	30	362
Current Supply: June 2009 (Middle Projections)	60	228	-8	280
Current Shortage: June 2004	69	144	101	314
Current Shortage: June 2009 (Middle Projections)	98	241	152	491

According to Table 4.62 the current demand among professionals in June 2004 was 141 and it increased to 158 (as per the findings from the middle projections) in June 2009. Meanwhile the Para-Professionals with University Degrees increased 404 to 469 and the Para-Professionals with Associates Degree increased from 131 to 144.

The current supply of Professionals in June 2004 was 72 and it decreased to 60. The Para-Professional with University Degrees ratio also decreased from 260 to 228 numbers and the Para-Professionals with Associate Degrees are prone to face a dilemma where the supply decreased from 30 to -8.

The current shortage for Professionals in June 2004 was 69 and it increased to 98 in 2009. Similarly for the Para-Professionals with University Degrees the shortage was 144 in 2004 and it increased to 241 in 2009. Likewise the shortage for Para-Professionals with Associate Degrees in 2004 was 101 and it increased to 152 in 2009.

The Table 4.58 demonstrates comparison between the current demand, supply and shortage of information workers in Palestine in 2004 and in 2009. In the first

glance we can realize that the high projection, middle projection and low projection are not matching with current demand. There are some genuine reasons for the difference in this regard. The main reasons behind the variance among the projections are as follows.

Dwindling budget:

Due to the crisis and unawareness of the importance may be the library budgets gradually dwindle in the Palestine libraries.

Border Closure:

As the border of the country closed, there is no easy mode of transportation or communication. It affects the sea port, airport and road transportation even. So the transportation becomes more difficult in the country.

Lack of Training:

It is one of the most important issues that need to be solved in the field of Library and Information in Palestine. As the transportation facilities are in vain no one can enter the country. Thus international trainers cannot provide training for the librarians in Palestine.

Lack of Professionals:

The professionals from the country are trying to find good positions and shelter outside Palestine. Due to the uncomfortable living situation in the country the educated citizens wish to shift their career outside the country.

Pending Salary:

The salary and other allowances are in pending for the library professionals for a long time. Some of them get their remuneration partially.

All These issues create the variance in the current 2009 data and projections for 2009.

This chapter focuses on the Information collected through various sources like interviews, schedules completed by Top - Level Officials, Librarians, and Directors of Libraries or Information centers.

This section emphasizes on the personal and professional characteristics of the interview respondents. The response percentages differ for each variable described. Total of 60 professionals were met by the researcher.

When discussing whether they think authorized number is enough to run the library, 100% of them disagree with that. They feel the authorized number is not enough to run the library smoothly. Because of the siege many of the professionals left the scenario and the requirements for the level of human resource and services increase. Among the 60 persons interviewed they provide many reasons to comply with their thoughts. About 90 % of them opined that there are huge numbers of library customers using the library. This will need many human resources to serve them. About 74% of them opined that they have to take care of computerization process, increased collection including Braille and children collection. Over 82% of them opined that library has different sections including acquisition, cataloging, classification, technical section, reference section, serials and OPAC. About 50% of them responded that if the collections are increased they need to process and maintain it properly.

In connection with the question “Regarding the educational background of your staff are there any areas in which they lack the necessary preparation for the work they are expected to do?”, Over 90% of the respondents opined that the professionals need to develop their professional skills including literacy competency in English language as they did the course in Arabic language. In Palestine the LIS courses are offered in

Arabic language. The library science colleges in Palestine follows teaching curriculum manually and in Arabic language only. And there are no accredited programs in LIS field. Meanwhile in overseas the Library and Information Science colleges provide information technologies modules in the English language. About 89% of them opined that they need to improve their administrative skills, 79% of professionals responded that they need training in online resources, database management and 18% of them opined that they need library software training and 11% of them need to do course to develop their literary skill and in cataloging and classification.

The obstacles and issues in human resource among library professionals are mainly due to the dwindling budget. About 93% of respondents opined about the diminishing budget, over 92% of them responded about the continuous power failure 60% of them responded that the educated people migrate from the area due to invasion and siege issues, 74% of them opined that there is lack of training in the area of LIS. About 65% of them opined regarding the poor condition of infrastructure and facilities for the staff.

Almost 60% of them opined that their institution/ ministry have arranged programs for staff development, meanwhile 40% among them responded their institution don't initiate such programs which they are really in need. And 93% of the respondents opined that their institution planned for developing strategic master plan to uphold the qualitative production in the LIS field, about 62% of them planned for developing biannual training on collection development, about 22% opined that they developed structure for monthly training on information retrieval.

The authorities mostly consider the inside city workers than out of workers and 100% of the respondents opined that their institution established future goals regarding local Palestinian recruitment. The workers or professionals outside the city cannot

easily reach for duty as the military closed the entrances. Due to the invasion it is quite difficult for the transportation and communication. Owing to this reason all libraries in the Gaza Strip currently move towards local Palestinian in their institution. Meanwhile the libraries take major steps to overcome this issue by training the current staff with LIS courses to raise the LIS systems. Over 92% of the respondents opined that they are providing training for the staff in the area of LIS and to get them coop up with library system. About 84% of them opined that they are conducting LIS courses exclusively for the students inside the city. And 85% of them opined that they are preparing the basic level LIS program and educate the students inside the city and enhance them to work in the library professionally.

4.6 Organizational and Libraries Role Restructuring

There has been an impending fear that the functions of the librarians may soon lose its uniqueness in the environment of modern job market. The advent of modern technology is indeed casting a gloom on its future role. Under these circumstances, it has become extremely difficult for the stakeholders in this profession to determine how the current information society is going to materialize, and what influence this will have on the reorganization of libraries and the roles played by the librarians. The major issue under consideration is that the libraries are becoming increasingly misunderstood as complex organizations in the marketplace, competing to gain the consumer's attention and broker information.

Findings from the Harris and Marshall (1998) survey of 7 directors and 182 librarians (including front-line professionals, middle managers, and senior managers) in main public and academic libraries suggest a gradual change in the role of the librarians, they are increasingly expected to carry out generalist management roles to the declining of their basic skills which have been traditionally defined. The skills and decision-making

responsibilities that were once the domains of professional librarians have been reordered ranging from the staff hierarchy to paraprofessionals. The resulting change to the staff accompaniment of the library, according to these analysts, is the "compression" of professional library staff and a reduction in the need for professional librarians.

Through analyzing job descriptions and postings in the United States and Canada, the Association of Research Libraries (Schwartz, 1997) conducted a study to determine the roles of librarians and paraprofessionals. The study obviously shows the growing emphasis on new technologies (web developer, instructional technologist, digital projects technologist). It further noted that most of the positions were redefined to fit new organizational structures in the institutions. The study shows that there is a trend to move away from traditional library skills and education.

This part of the report examines the needs and the changing responsibility of the librarians and concludes with a presentation of what libraries view as the most important drivers of these changes.

As the outcome of the Israel's continuous invasions of Palestinian territories the whole infrastructure of the country was badly destroyed, the destruction included the library and information infrastructure. Most of the library and information centers workers left their work either during the occupation or after the temporary settlement that was followed by several invasions from time to time. Seeking security, employees of library information left their land and went to other places all over the world. Many others were sent to prison. Among these were many library and information workers. To concentrate on the need for information manpower in the country, this study has required fulfilling the following objectives:

1. To survey the current status and establish profiles of information workers in Gaza Strip.
2. To determine the manpower requirements necessary to staff current and future library and information facilities in Gaza Strip.
3. To propose, on the basis of findings, short and long term recommendation for the future.

4.7 Summary

The outcomes of this study tend to support the following conclusions:

- a. The number of current library and information workers in Gaza Strip is small; shortage exists at the present and will continue in the future, especially among the professional staff as based in Table 4.67 and Table 4.68.
- b. Libraries and information centers in Gaza Strip are staffed mostly with paraprofessionals and clericals; these two classifications make up 82.2% of the total library and information work force. Academic Libraries and information centers are better staffed than other types of libraries and 53.3% of their staff is professional. The current number of the library and information workers living outside their cities and employed inside is well within the number allowed under national policies regarding localization.
- c. The academic qualifications of the current library and information workers are below international standards. Of the respondents who reported having library and information science degrees, 6.4% were holding both the bachelors in library information science and the high diploma in library information science and only 4.1 %

were holding two-year's associate degrees, for the Masters in library and information science only 1.6 % was qualified.

d. Libraries and information centers in Gaza Strip are in front of a major manpower shortage, particularly concerning professionals. This shortage will keep on growing in the future as information workers move to other occupations or retire, and as the library and information sector expands.

e. Academic libraries and information centers in Gaza Strip will continue to face some obstacles, due to the on-going hard conditions, regarding people and educated library people in specific (professionals) moving from place to another, having to cross all check points, besides all time and effort required.

f. The number of graduates that is produced by the library and information science department is not enough and it is not well qualified to meet the demands of the globalization century.

g. Libraries and information centers in Gaza Strip are experiencing an era of transition. Nevertheless, this transition will still be considered incomplete due to the fact that the territory is not in a typical settled condition. The invasion of the land from time to time definitely will cause a delay in the library information progress. Moreover, within the construction process, Palestinian library administrators and decision makers in this field are stressing the vitality of having a computerized or automotive information system. The use of technology resources and information based library programs will remain to be a target needs to be achieved by all of them.

h. A small number of the current work forces reported are having computer skills. Those who reported having skills listed basically computer knowledge such as introductory computer courses and knowledge of word processing packages. About

65.9% reported having no other skills such as online searching, indexing and abstracting, microfiche or microfilms, and most of them are not aware of using the library automation system.

i. Library and information centers workers preferences for additional training are closely matched to library administrators' preparations of scarce skills needed for the future. These are library automation, technical services, library and information science in general, and information services.

j. High turnover among library and information workers is projected as a product of the field's low class, low income, lack of motivation, unattractive work environment and circumstances, and the availability of jobs outside the library and information sector, particularly for those who have degrees in other fields.

k. Until June 2009, the total library and information manpower shortage in Gaza Strip will increase to be 101.8% of the current staff according to the high projections, 78.8% according to the middle projections, and 72% according to the low projections. A breakdown of this shortage by type of library and information center follows:

a) School Libraries: projected shortages will be less than that of current staff according to the high estimation.

b) Government school libraries and information centers: projected shortages will be 222% of current staff (high) 161.2% (middle) or 136.5% (low)

c) United nation school libraries and information centers: projected shortages will be 242% of current staff (high) 161.2% according to the middle estimation or 150.7% according to the low estimation.

- d) Academic libraries: projected shortages will be 154.7% of current staff (high) 90.5% according to the middle estimation or 58.9% according to the low estimation.
- e) Mosque Libraries: projected shortages will be 51.3% of current staff according to the high estimation 41.3% according to the middle estimation or 36.9% according to the low projection.
- f) Public libraries and information centers: projection and shortages will be 224.1% of current staff (high) 198.8% according to the middle estimation or 163.2% according to the low estimation.

The human resources projections in this study are based on the realization that immediately after the settlement and the establishing of Israeli arms withdrawal from some of Gaza Strip and West Bank, every organization and institution start to draw a plan so that all information services that had been destroyed in the war would be fully restored to its previous status. Once this is done, more focus would be directed in expanding library services. The process of reconstruction and restoration was in fact happening during the interview time in July involving high management officials and librarians. Human resource planning in relation to staffing and expanding library services would only take off when pre-war status had been restored.

Though the emphasis had been on restoring pre-invasion status prior to any form of expansion in information services, other situations could be visualized. Though, new plans would not greatly change the five-year manpower projections, changes in Gaza Strip could take place at this point of time if the situation calls for.

The optional state of affairs that could take place by 2009 would be the entire shift from ventures in human capital to ventures in smart technology. The implication of this shift to smart technology would result in a considerable change from one that uses

clever humans to another system that uses up-to-date technology where there would be a great reduction in both employees and training that would be required. This alternative projection of automating the library system would involve making new investments and it could be defended by great reduction in labor cost. However there had been little pragmatic proof that these estimated savings could be attained and hence the characteristic outcome would be one where the same numbers of staff are still engaged but in different roles dispensing better information service. Therefore by 2009, the scenario would not be different in Gaza Strip.

Another option could be explored in the light of the large destruction of the information system done due to war. Instead of rebuilding the information systems and its services of every ministry and institutions, a modernized system might be visualized where a central national body using up-to-date technology would establish a database and provide all the necessary information services needed by every one of the libraries and institutions in the Gaza Strip and in Palestine as a whole. With a strong commitment and centralized planning and taking into consideration the proprietary nature of information, it is hoped at least theoretically that a modern library system would be established in the next five years. Based on the two options discussed above it is felt that these trends would not considerably affect the need for skilled information staff during the projected five-year period in this research study. It is worthwhile mentionable here that, the projections as estimated by the researcher have been proven true so far. Even when comparing the results with the interviewees from the middle and top official management, similar results have come forth. While keeping the recommendations handy, several suggestions have been implemented already. The researcher collected accurate and achievable results including the following information in it:

- a) Accuracy of projections information projected number of personnel in year 2004.
- b) Accuracy of projections information projected number of personnel in year 2009.
- c) Achievability of projections information projected number of personnel in year 2004.
- d) Achievability of projections information projected number of personnel in year 2009. Overall, the results hold true as put forth by the researcher.

CHAPTER V

SUMMARY AND CONCLUSIONS

5.1 Introduction

In this chapter, the researcher reflects on the important research findings based upon the survey questionnaire analysis and interviews with appropriate top-level and mid-level officials in the Palestinian National Authority, semi-government and the private sector, who are currently employed in the library science and information centers. Based on the research findings short, medium and long-term recommendations for the improvement of library and information resource centers in Gaza Strip is given in the next part. The significance and contributions of this study is discussed next. In the light of the research objectives and the research findings the researcher draws a number of conclusions and gives further suggestions on how an overall improvement can be made in terms of manpower requirements necessary to staff current and future information facilities in Gaza Strip.

5.2 Summary of Objectives and Methodology

- 1) To examine the human resources environment in the Gaza Strip in terms of current skills and competencies of the library organization workforce.

Educational Status of the Respondents

Regarding the information workers, in School Libraries (containing responses from 187 information workers), the majority; 178 information workers were Para Professional University graduate, out of which, 52.9% are male and 42.2% are female workers. Following them were the Professional workers; 8, where 2.1% were male and 2.1% were female workers respectively.

In Mosque Libraries, 68 workers responded, where majority; 46 were Para-Professional University graduates and all of them; 67.6% were male workers. Following them were the Professional Information workers; 13, where 17.6% of them were male and 1.5% was female. 9 (13.2%) of the Male Information workers held a Para professional Associate degree in Mosque Libraries.

In Academic Libraries, 44 information workers responded. Majority; 21 information workers were Para-Professional University graduates. 45.5% of them were male and 2.3% were female workers. Following them were the Professional Information workers; 20, where 31.8% of them were male and 13.6% were female. Only 3 (6.8%) of the Male Information workers held a Para professional Associate degree in Academic Libraries.

Only 15 information workers responded from the Public Libraries. Majority; 8 of them were male (40%) holding Para-Professional University degree and 13.3%) of them were female workers holding the same degree. Following them were the Professional Information workers; 7, where 26.7% of them were female and 20% were male. This indicates that there is a gender imbalance as regards information personnel employed in the information resources centers. This is probably due to the existing culture which does not promote ladies to work but rather they prefer them to be at home tending to domestic duties.

Ages of the Respondents

With regard to the age, the largest group was found to be those between 31 to 35 years old (87.7%). The majority of the respondents were young. Almost one-third of the staffs were 35 years old or younger. Majority of the respondents' educational background was predominantly degree holders in fields other than LIS; 232; while 22 of them held a BA in LIS, and only 7 of them held postgraduate degrees in Library and

information science. With regard to language compatibilities, a total of 194 of the employees could speak and read English while 120 did not know how to read and speak in English. In relation to professional experience in Library and Information science, 127% of the personnel had 4 – 6 years of experience while 103.4% of them had between 1 – 3 years of experience. The researcher found that more than half of the information workers (198 or 63%) did not have any typing skills.

Based on the interviews, a list of areas in which information workers lack necessary preparation were identified and arranged according to priority from 1 – 12 (1 being the most problematic and 12 being the least problematic). A list of common problems such as library automation/ computer applications, online searching and CD ROM, audiovisuals, technical services, library administration, indexing & abstracting, basic library skills, information services, collection management, government documents, newspaper librarianship, medical librarianship were identified.

- 2) To establish a workforce profile of library organizations in the Gaza Strip in terms of demographics, numbers and job roles.

The interview findings show that there would be an increase in the demand for librarians in the next five years and this trend would continue over the coming years (Marshall, et al., 2009). Moreover, top and middle managers along with head librarians, library directors, and information centers in the Gaza Strip reported that there will be great changes in the organizational and restructuring on the role of librarians. Based on the interview the following common factors have been identified to affect the role of librarians. The most prominent factors that will bring about change in the role of the librarian are re-engineering and an increased adoption of information technology as affirmed by (Mathewa, 2011). Another major role shift will be a growing need for

librarians to perform leadership and managerial roles as well as a demand for them to perform a generalist role as cited by (Lo, 2008).

Regarding the relationship between continuing education and job title, gender and education level there were significant difference. There was significant difference between the job title categories (p-value less than 0.0005), professional, Para-professional (university degree) and paraprofessional (associate degree) and continuing education. There was also a significant difference between the gender regarding the intentions to continuing education (p-value = 0.001). Similarly there was a significant difference between continuing education and those holding specialized degrees (p-value<0.005). The interview analysis further identified the common human resource challenges. Essential challenges were about retirement, experience gap left after retirement and the leadership and management qualities of the current staff to be able to fill the void created by retirements. The other challenges included financial and information technology issues.

Human resource challenges related to that of employment especially recruiting middle or senior-level positions and difficulty in finding qualified candidates for management positions as required by employers. Concerning library education 60% of the workers felt there is a need to increase training in several fields as well as curriculum revision. Based on the interview a list of problems and obstacles related to information human resources were identified and arranged according to priority from 1 – 8 (1 being the most problematic and 8 being the least problematic). A list of common problems such as absence of human resource development policies, plans, and strategies regarding HR development, poor status, political crises, scarcity of information professionals, non-availability of suitable training programs in Palestine, lack of

institutional interest and support, salaries too low to attract professionals, lack of motives and incentives including promotion or salaries were listed.

This research study has shown that there is serious shortage of information workers in Palestine especially at the professional level. Studies made by Doerschuk, (1972), Debons (1981), Moore (1982) and Al-Zahrani, (2000) similarly found a significant shortage of library staff. Marshall, Solomon & Rathbun (2009) also stated the potentiality of LIS workforce shortages, given the expected baby boomer retirements, and the need for increased recruitment, diversity, succession planning, and leadership development in the profession. Other studies undertaken by Landry (2000) and Jacobson (2002) found low salaries and a lack of MLS degree among the information workers. Frarey (1970), Haws (2002), Lim & Klobas (2000) found the level of information science program was low and therefore there proposed the upgrading of the education level. On the other hand Agada (1994) besides pointing to the low level of education programs also found the low use of English language. These findings are similar in essence to those found by the researcher.

This study further shows that there is no real satisfaction among library and information science centers workers in Palestine concerning the terms of salary, recruitment and retention. This is similar to the findings mentioned in the literature review such as Thornton (2000), Koontz & Gubbin (2010), Robb & Greene (1988).

From the foregoing paragraphs it is shown that the findings of the researcher are similar in many respects with those findings by previous researchers who studied the same areas of concern. One thing is clear is that there is a shortage of information workers in Palestine who need to be supplemented with good LIS education, human resources, training, information technology courses, English courses, policies and better remuneration.

- 3) To project future workforce required by library organizations in the Gaza Strip in five years' time by aligning the workforce supply and demand..

According to the Table 4.55 the aggregated demand is 676 information workers; the current supply is 362 and the current shortage as a result of subtracting the current demand from current supply is 314 workers. Of this shortage, 69 are Professionals; 144 are Para-Professionals with University Degree and 101 Para-Professionals with Associate Degrees. Existing shortage is mainly associated with the workers diverting their fields from Library and Information Sciences and the rest are the workers who left the country chiefly after the Israeli Invasion of different parts of Gaza Strip.

Most of the Libraries were seen coping with the aftermath of the Israeli Invasion and they were focusing their concentration more on the building infrastructure rather than the Staff management.

Table 4.55 also depicts the three levels of projected demand, supply and shortage. The projected demand of Information workers by June 2009 is projected at 880; 207 professionals, 514 Para-Professionals with University Degree and 159 Para-Professionals with Associate Degrees. This projected demand is likely to become a reality if libraries and information centers obtain more support from management (key government officials and corporate executives) and are released from the pressure of current circumstances.

According to the middle projections, which represent the researcher's best estimate, the demand for information workers will be 771 in June 2009, with a shortage of 491; 98 professionals, 241 Para-Professionals with University Degree and 152 Para-Professionals with Associate Degrees. The difference between the high and the middle level projected demand is 109 information workers. This difference occurs because the

high projection is based on the estimated need for information workers whereas the middle projections are based on the estimated need for information workers that managers, head librarians, and directors believe they will be authorized to hire.

Using the low projections, projected demand is expected to be 707 information workers. The shortage will be 427; 78 professionals, 231 Para-Professionals with University Degree and 118 Para-Professionals with Associate Degrees. The difference between the middle and low projections is 64 information workers. The increased demand for information workers is evidenced from the projected manpower requirements, presented in this section as high, middle, and low projection and the highest estimate is credited to the high projections. Based on this estimation, the demand for information workers is expected to reach 880, while the supply will reach 280 and the shortage will be 600 by June 2009.

The projected demand is likely to become a reality if libraries and information centers obtain more support from management (key government officials and corporate executives) and are released from the pressure of current circumstances.

The level of accuracy and achievement by the middle and top level managers on the five years projections were high. The accuracy rate obtained was 99% for accuracy and 95% for achievement in the number of personnel projected for the year 2004 and 2009. This is based on data obtained from analysis of evaluation questionnaire as depicted in Table 4.58 and Table 4.59.

4) To make, on the basis of the findings, short, medium, and long-term recommendations for the improvement of library and information human resources in Gaza Strip.

The researcher has looked at the problems and obstacles based on the questionnaire analysis, interviews and discussion and made the following recommendations in relation to existing practice.

5.3 Research Implication

5.3.1 .. Practical Implication

Based on the findings of the research, in order to achieve the objectives of the study the researcher highlighted the following points

Awards and Incentives

a) Each information center should prepare a system of rewarding workers who have produced excellent work and give them due recognition as depicted in Table 4.27. Findings shows 69.6% of respondents were aware of the absence of development plans. The researcher recommends that an incentive system should be created and implemented for the staff members who have been involved in training and continuing further higher education. These awards or incentives should include facilities like bonuses, salary increment and acknowledgement letters. Based on Table 4.27, the research analysis shows 13% of respondents were unhappy with motives and incentives. Al-Dosary (1991) and Haley (2009) has also similar recommendation as that of the researcher.

Another recommendation is increased efficiency and productivity of the professionals.

a) One way to achieve competency and efficiency is to have hands-on training on the job. This recommendation was made on the basis of the problem i.e. lack of suitable training programs. Table 4.27 shows that 54% of respondents had affirmed that non-availability of suitable training programs in Palestine as a major problem.

- b) Each and every category of work needs documentation on the nature of the job and its responsibilities. In other words, each job specifications need to be explained and documented. 63% of respondents said scarcity of information professionals was a clear obstacle in the path of productivity and therefore information professionals need to be increased. Crigger (2001) too affirms this recommendation.
- c) Library automation should be introduced. 67% of the respondents complained that poor status as regards human resource policies and automation were lacking as stated in Table 4.27.
- d) Working conditions must be made better.
- e) The place of work should be large, hygienic, well equipped and be of comfort.
- f) Administrative management staff ought to ensure that there is planned community and recreational activities. This could not only boost staff morale but can help to improve their productivity. 45% of the respondents complained about the lack of institutional interest and support as depicted in Table 4.27.

Increment in Salaries

- a) Staff salary scales should be revised, revamped and made attractive with a yearly increment. This would surely encourage the best brains into the library information sector and decrease the turnover rate.
- b) Salary inequities should not be placed between Academic and non-academic professionals holding the same degree and should be eradicated. That is also clear as 13% of respondents also said that salaries were too low to attract professionals as shown in Table 4.27.

Improved Status

- a) There should be improved status. Distinctions should be made between professionals, Para-Professionals with University Degrees, and Para-Professionals with Associate Degrees information workers as reported in Table 4.5.
- b) Work of a professional nature ought to be given to professional experts and all staff recruitment procedures should be homogeneous all over the country.
- c) The Palestinian Library Association should be established which should have a database of all qualified professional experts. The aim of this professional body is to forge co-operation and collaboration to overcome problems and issues pertaining to library and information services. This professional body could help to boost morale through the media such as the production of library journals, newsletters and seminars and help to hasten library automation. In addition, Government decision makers should be made aware of the role and importance of information professionals in the Palestine national development.

All the recommendations made above apply to all the sections, departments of library and information centers. In the next part, recommendations are made to national committee for information manpower planning.

What is pertinent now is the establishment of a Palestinian national level body to plan, co-ordinate, co-operate and implement manpower requirements among the diverse information facilities in Palestine. This national level body should set-up aims and objectives that should include training priorities for the country's information workers.

- a) It should further act as a pathway for the normal gathering of statistics especially data regarding demography on information sector staff workers in the nation.

- b) It should from time to time examine and scrutinize human resource problems and arrive at appropriate solutions.

The above objectives are based on the results of Table 4.27 showing the frequencies with which problems or obstacles related to human resource development were named. These are supported by the findings of Goodrich & Singar (2007).

5.3.2Implication for Meeting the Manpower Shortage

The second section of chapter V endorsed high, middle, and low projections concerning the demand for information workers by July 2009. However, the middle projections are the most accurate. Subsequently, in all three projected levels a major shortage of information workers was predicted. This shortage has several causes.

- a) Many professionals in the library and information centers field left Gaza Strip after several times of Israeli invasions or were not able to reach their offices regularly or on time because of the accountable number of check points between the Palestinian cities. A large number were also forbidden to return for security reasons or because of the Israel's new labor and manpower policies that confine the number of leaders and professional workers in the country as showed in Table 4.4.
- b) Ground will be the alarming rate of the future retirements and the consideration of employee's leaving the profession for better prospects in any other field than in the information science field please refer to Table 4.27.
- c) Solid sources will be the continued growth, expansion of libraries and information centers which will in turn add to the accelerating demand for information professionals.

The irony is that the present size, experience, and skills of information workers in Palestine cannot sustain the present and future demand. Based on these results of the study, the following recommendations are made.

Training

- a) Each library or information centers in Gaza Strip should instigate recognizing its current and potential training needs.
- b) Comprehensive training programs for current professionals should be accomplished in collaboration with the department of library and information science in Palestine or with international professional organizations or associations, such as the international federation of library associations (IFLA), Arabic Federation for library and information (AFLI), or UNESCO. Training should be done through on-the-job training or short courses in Gaza Strip or West Bank as reported in Table 4.2.
- c) In order to rectify the lack of professional experts in the field of library services, experts from other parts of the world should be employed on a contract basis to provide training to local library staff in Gaza particularly in library automation. Local staff should be given incentives to join these training sessions.
- d) Besides these, library workers ought to be persuaded to attend conferences, seminars, and workshops at international level.

In the training part, researchers such as Lo (2008), Mathew, et al., (2011), recommend and support this research recommendations.

Professional Education Societies

The professional community has much to gain from advances in professional societies. Not only can its members benefit from added services, but the societies themselves can in turn reap benefits such as building up their membership rosters.

a) The Library and Information Science Department of the Public Authority of Applied Education and Training has the only academic program in Palestine that offers a degree in Library Science.

This program was later raised from the status of an associate degree to a full four-year Bachelor Degree for the 2000/2001 session. In spite of this degree program, there is still a need for professionally qualified library staff in the nation. Compared to the current international curricula, the Palestinian curriculum does not include enough depth and breadth to graduate student capable of dealing with new developments and practices in the information age. Employers tend to confirm this assessment (Abu Qoush, A. & Al-Sharef, M, 1993). Hence, the quality of the existing bachelor's degree in library and information science ought to be enhanced to be in par with international library science curriculum. Besides enhancing the quality of the degree program, the library and information science program need to enlarge the number of students entering this program to meet the ever increasing demand for library science graduates. In this way, professional graduates would be able to fill up vacancies generated by the development of the library sector. This study shows that 67 (21.3%) of the 314 respondents wanted to continue their education and earn a Bachelor's degree in library and information science Table 4.20 .The same result was estimated for High Diploma degrees in library information science. Most of these respondents who have a Bachelor's Degree in library and information science showed an interest to have a Higher Diploma Degree. Those who were having a B.A in other fields were interested in doing another B.A in library

and Information Science. Robertson (2002) recommended as what the researcher recommended. Colleges and universities must maintain a focus on providing strong basic education.

With the rapid and constant change in the world in general and in the library and information science field in particular, it may seem impossible to provide a basic education that will still be relevant even in the near future. The collected experience of the study group and observations of others, however, strongly indicate that the best preparation is still an education that instills basic skills and knowledge. From this solid foundation, graduates can apply their skills within any of multiple disciplines (Palestinian Ministry of Culture, 1998).

b) A fundamental shift is underway in the field of library and information science pertaining to the economy. Universities must recognize this shift and reallocate resources for better and more extensive and relevant training.

Top administrators are often unable to support departmental requests for additional resources. Resources are generally not plentiful in higher education, and the reallocation of resources can result in mismanagement and loss. (Palestinian Ministry of Culture, 1996) Nonetheless, universities must recognize that interest in library and information science related disciplines is expected to continue to grow and develop well into the distant future and become prominent in our society. Some of that growth is already occurring, as is evident in the fact that the number of newly declared information science majors has doubled over the past ten years. Not all the growth in institutional programs may be recognizable as traditional library and information science disciplines, such as library science and information technology. Some growth may take the shape of new interdisciplinary programs and departments or, as in the case of information technology, be distributed throughout the university into various existing faculties and

disciplines. The specific approach to incorporating these new programs may be different according to the needs and resources of individual institutions. Nonetheless, wherever in the academy this new instruction is placed, colleges and universities should plan for significant, continuing reallocation of resources into library and information related faculty and curricula.

c) Higher education should advise and facilitate efforts of faculty members to revise their curricula to achieve excellence in the field of library and information science, as well as to provide better library and information science education for all students.

Even if faculty have been doing their best to keep the curricula current, the rapid rate of change and the pressure of other professional responsibilities make this task increasingly difficult. To better meet society's pervasive need for education in information technology, some amount of information technology should be made a part of all basic education programs. Knowledge of the basic concepts of information technology is now nearly as important as knowledge of basic mathematics principles.

Along with the increase and diversification in ways library and information science is offered in higher education as a course of study, the system also needs to provide a variety of training paths to library and information science careers.

The system will be successful to the extent that it can accommodate students who have a complex diversity of interests, educational and vocational objectives, levels of technical ability and preparedness, and levels of self-confidence in their path to a Library and Information Science career. By making the field more open to students with different objectives, backgrounds, and confidence levels, the field is more likely to attract students of all kinds.

d) University practices should be adjusted in order to be more supportive of the continuing education and professional development of library and information science faculty and staff.

Better counseling is needed to let students know about opportunities in library and information science, the nature of the work, and the skills required to be successful in the field. This is particularly lacking in two-year colleges and high schools, but may also be needed in many four-year colleges and universities. Existing library and information science related departments (primarily computer science, or information science) can do more to provide additional paths to library and information science careers.

This can be achieved, for example, through more flexible entry requirements into majors and by adding minors, cross-disciplinary programs, and certificates. The university administration should be supportive of these efforts in the existing departments. However, there is a limit to how much any given department can do while still remaining manageable in size and focused in mission. With good planning, there can be added value in having multiple library and information science related departments.

e) Library and information science related departments should develop graduate level programs.

People with a strong background in computer science or information technology tend to have knowledge and skills that facilitate a shift to library and information science occupations; examples being managers or creators of new technology. An abundance of trained professionals in linguistics, physics, and mathematics in recent years have a very

high intellectual and technical quality, but are in fields that are unable to provide secure careers.

Technically oriented graduate programs in information science, computer science, and information technology with additional resources can accommodate the retraining of people with these skills by reorganizing existing courses into certificate programs that are focused rather than general. This seems to be particularly attractive to both students and employers.

f) Library and information science related departments should increase rather than restrict access to their courses and programs.

Because of the strong need for continued education in computer science for other curricula, including library and information science related studies; this increased demand may require both new funding from the university and reallocation of departmental funds. There is increasing enrollment pressure on faculty in library and information science-related departments today. At many schools the size of the undergraduate enrollment is growing much faster than the size of the faculty or the graduate student population.

The outcomes of this kind of growth include large lecture classes, excessive demand on computer facilities, and strained student-teacher relationships. Departments are limited in the number of students they can handle without additional resources. When they understandably take action to relieve some of the pressure, departments may end up limiting student opportunities to train for library and information science careers. It also means that those students who are admitted into the courses have a certain intellectual profile, which can be good for some library and information science occupations and less appropriate for others.

g) New ways are needed to improve the articulation between different levels of education.

This is a long-standing problem in many fields of higher education, but the library and information science situation highlights it and argues for a new approach.

This occurs at all levels as a student moves from the vocational to the college preparatory associate to the final two years of the bachelor degree, from one library and information science related major at the bachelors' level (management information science to computer information storage and retrieve, for example), or from the professional master degree to doctorate. These kinds of problems are best addressed by having institutions at a variety of levels work together to set standards and procedures.

Because procedures already exist for this kind of system-wide discussion and coordination in state-run higher education, they need to take a leadership position on these issues and provide examples of best practices that can be followed by the entire Palestine higher educational system. The Curriculum of the library program needs to be improved and expanded in accordance with new developments in the field. The areas identified by top officials, head librarians, and directors as urgently needed in Gaza Strip include a library consortium, computer applications, online searching and CD-Rom, technical services, and information services.

h) The professional societies should provide greater assistance in the retraining and continuing education of library and information science professionals.

The formal education that a library and information science student receives in college (and graduate school) provides adequate background preparation for the job for perhaps only two to three years. It is increasingly apparent that library and information science professionals need to be engaged in a continuous process of education, and that

it may be necessary to undertake major retraining more often. The professional societies of library and information sciences have given some attention to these issues in their continuing education programs. They should take an even more active role in assuring that their members have better opportunities for continuous retraining. The professional societies should take a more proactive role in the certification of library and information science professionals.

As jobs and the requisite skill sets change rapidly in the library and information science field, it is difficult for any professional to know which of his or her skills is adequate and which need to be strengthened. As the training opportunities multiply, workers are at a loss to know which ones are appropriate for them. If the professional societies can provide certification standards, workers can compare their own skills and seek out appropriate training. In addition to this, employers can determine if applicants and employees are well qualified to carry out specific library and information science jobs.

i) Professional societies should continue to play a strong role in curriculum development. For more than fifty years, the library professional societies have played important role in developing and publicizing model curricula in library and information science related fields.

This is one of the most challenging roles in developing and publicizing model curricula in library and information science related fields. This is one of the most significant tasks to be carried out in the future. To develop these curricula, the professional societies should consider the needs and expectations of employers as well as of suppliers of the services.

Given the rapid pace at which information technology is being developed, and at which knowledge becomes outdated, it is necessary to develop model curricula that are designed for change. What is needed are curricula that can allow for small modifications on a regular basis, rather than curricula that are expected to stay unrevised for many years.

One place where the professional societies can be particularly useful is in developing model curricula for associate degree programs, and especially in setting minimal standards and procedures for a two-year college that wants to adopt a curriculum developed by one of the technology providers. Attention should also be given to curricula for professional master's programs and to post-baccalaureate certificate programs in specific technical areas such as bioinformatics or network administration.

The professional societies should take considerable interest in non-degree programs that train library and information science professionals.

Most model curricula and accreditation of library and information science training offered by the professional societies are aimed at formal degree programs provided by traditional colleges and universities. The fastest growing segment of library and information science training, however, is that of the non-degree programs offered by two and four year colleges and universities, as well as by profit-oriented training companies, individual consultants and the companies themselves.

These include short courses, certificate programs, distance learning programs, and other kinds of training. Because, at present, there are no guidelines, these are caveat purchases, both for the students themselves (who are often members of these professional societies) and for the companies that often pay for their workers to attend. The professional societies could take a key role in establishing standards and

accrediting programs. Formal on-going professional education programs of the kind used in K-12 teacher training and in the medical and legal professions may also be helpful.

a) The various library and information science programs

There should be more communication, cooperation, and collaboration among professional societies on issues of worker supply and demand.

As the library and information science field broadens, the number of professional societies devoted to information science grows. There are at least twenty library and information science related disciplines taught in Arab World Universities today. Many of them are represented by at least one professional society. Many of these societies are focused on a particular aspect of information science like developing new curriculum / broadening horizons by affiliating with other libraries globally.

Several societies, seemingly independently of one another, were already working on issues related to library and information science workers and training programs when this study began. There is no single overarching society for the whole library and information science field, nor does it appear that one will be formed anytime soon. In the absence of such a society, it is important that the existing societies communicate with one another and collaborate, or at least cooperate on study groups, model curricula, and accreditation. It may even be desirable to form a loose federation of library and information science related societies for this purpose. The Libraries Sector Research Association has taken the first, preliminary steps in this direction through its annual library leadership summit.

5.3.3Implication for Government Sector

a) The Ministry of Planning and International Corporation and the Concerned Ministries.

Such as Ministry of Maida and Culture, Ministry of Education, Ministry of Higher Education, Ministry of Islamic Affairs, and Ministry of Information and Communication should make data available regarding the demand for library and information science workers. During the course of this study it was difficult to get current data about the library sector demand for library and information science workers.

The current data was obsolete and had problems with classification, and most of the library-sector data was both firm-specific and proprietary. Without cooperation from the Ministry of Planning and International Corporation and the other concerned ministries in providing information about the kind of personnel they need, it is impossible for suppliers to plan accordingly. It would be helpful to have data that met the entire requirements as set out above in the section on recommendations to government about data collecting practices (Quarashie, 2001).

b) The Library sector should invest more in entry level training and the retraining of existing personnel. Some medium and large size libraries already have extensive training programs for their library and information science workers. However, some small and mid-size libraries do not invest significantly in training their workers, believing that they cannot afford the cost or time of training, or out of fear that they will be training employees who will eventually go to work for their competitors. Of those libraries which do invest substantially in their developing operations there is a tendency to respond to individual cases in an ad hoc way, as opposed to proactively planning for

optimal future performance via ongoing training, in this fast paced field, where product lines turn over in a matter of two or three years and where knowledge becomes outdated in about the same period of time, it is critical that the workforce maintain remarkable technical and communication skills, as well as library sector knowledge. Libraries should value the training provided by colleges and the universities, but should not expect these schools to have prepared the right employee.

Even new college graduates from the best universities will not have all the knowledge they need to excel in the workplace. Given the many options in terms of subject, supplier, cost, and length of training available in the marketplace, there is probably a training program available to suit any employer needs. Libraries could broaden the candidate pool by their willingness to implement more entry level training, rather than expecting new employees to enter the library with all the requisite skills in place. Libraries sector should also encourage its current employees to enhance their skills by providing flexible work schedules, tuition assistance, and opportunities for distance or other kinds of learning experiences.

One of the obstacles to more training for workers is that libraries fear their training funds will be counterproductive if they train any employee who leave the library to work for a competitor. One solution is that a few attempts have been made by a collection of employers in a geographical region concerned with the same labor pool to band together and jointly offer training programs for their collective group of employees.

c. The Library Sector should work closely with the higher education system to improve education for library and information science.

One of this nation's great strengths is the higher education system which needs library support to remain vital. In current years, some libraries have minimized their dependence on the higher education system and formed new kinds of training programs, either in-house or purchased from for profit vendors. Libraries gain from having programs that adapt the curriculum to their particular needs. But the higher education system also plays a significant role in the production of a trained workforce. Individual libraries, as well as the Libraries Sector, should work in close cooperation with colleges and universities to develop a more comprehensive curriculum ; one that teaches the basic skills that are the hallmark of the formal educational system as well as offering current, practical knowledge.

National organization and government organization should support the formal university program by sponsoring scholarships and internships, making facilities not available in the university more accessible , helping to outfit university laboratories, helping the schools with their staff development, having organization professionals , giving lectures and teaching courses at the university, and entering into various types of programmatic partnerships with the schools.

d) Palestinian universities and colleges should focus on providing strong basic education.

1) Palestinian Universities should urgently reconsider the curriculums of the graduate library and information science program that were established in 2000 in the Gaza Strip, as well as in 1986 in the West Bank. Current plans are for it to be more professional and computer skills. An international trend is emerging to consider librarianship as a graduate profession. This nation therefore require a graduate program so that it could move in tandem with the development of library science in other parts of the world and subsequently give sufficient professional leadership that would boost the quality of

providing improved information services to the public at large. Another obvious benefit of possessing higher academic qualifications is that the overall image and status of the library professionals would be enhanced in Palestine.

2) Another recommendation would be for the Government of Palestine to increase its scholarship awards so that more graduates could obtain Masters' degree such as MLIS from highly developed countries like United States and England. At the moment, Government policy in terms of sending graduates for higher degrees to advanced are limited. According to the Ministry of Planning and Development (1999), these have resulted in training for only 25 professionals during the last 10 years. Most of the scholarships in the past were granted by some of the International Universities, the Palestinian Universities and the Ministry of Planning and Development. The Institutes and colleges or universities should review their scholarship programs in accordance with current and future demand. One encouraging finding of this study is that 55 respondents expressed their interest in continuing their education abroad.

e) The Library Sector should not take any actions that in the long run may be harmful to the supply system.

1) Libraries and information centers should not hire students before they have completed their degrees, or at least support them to finish the degree as part-time students if they do hire them. This is a way in which libraries and information centers can both be good citizens and help themselves in the long run. Students who are able to complete their education have learned a group of basic skills that will make them more effective employees. They will be less likely to become outdated quickly, and will be better able to acquire new skills and knowledge as needed.

2) Libraries and information centers should also stop hiring faculty unless there is an adequate number of high-quality faculty and enough students completing their doctorates to renew the department ranks, the library and information science

association will again have a key problem and the universities will become continuously less able to prepare students who will meet market needs. Market needs have to give up some of the short-term payoffs of hiring non-professional and students, seeing them instead as long-term investments in their own future and in the strength of the national libraries workforce.

3) Libraries should look for diversity and tap aggressively into groups that are under-represented in the library and information science profession.

This strategy will increase the candidate pool. It will also add diversity to the workforce that can be useful to the library in understanding customers, understanding computer applications, and getting a diversity of views in the workforce. That also recommended and supported by OCLC (2012), Lo (2008), Mathew et al. (2011), Koontz & Gubbin (2010).

Individuals

a) The library and information centers workers should realize that they must be responsible for keeping individually competitive.

Palestine is a semi free and mostly unregulated market in which companies do not hesitate to lay off even good workers if they do not have the currently needed skills. This means that employees must plan to be flexible and not view a failure as a need to change jobs or return for further education in the middle of their career. Workers should be careful to choose jobs that help them to enhance their skills, and they should be open to learning.

b) Individuals must be devoted to life-long learning in order to remain technically updated and competitive.

There are many ways in which workers of individual library and information centers can get this training; such as college and university courses, lectures, seminars, and self-study. The individual worker should make use of the chances offered by the employer and should personally seek out other opportunities. Library and information science workers who become dissatisfied with their knowledge and skills can become obsolescent in as little as two years. The professional societies can be a good source of information for library professionals regarding the knowledge and skill required by libraries demands, thus ensuring that library personnel are up-to-date and efficient.

5.4 Contribution of the Study

This study will contribute to knowledge in three ways: making the model more general by testing the model in different environments and developing the model by adding new political variable.

Making the Moore Model More Globally Applicable.

This study will make the model more general. This model has been used and implemented in studies from Caribbean Island and Kuwait. This model proved to be very effective and the output was useful in many aspects. It will also evaluate the accuracy and achievements in Gaza Strip based on personal differences, work related concerns, problems and obstacles faced during work and coping strategies. This will help to highlight studies on the workforce customs of the Library and Information Science workers in Palestine.

This model as mentioned earlier has been implemented in Caribbean Island and Kuwait but due to different economical and political situations, the outputs were entirely different. So, considering all these factors, we can conclude that the results that the researcher got from the respondents were totally different as there were respondents

belonging to different educational levels, different knowledge levels. The responses were also considered keeping the difficulties of the respondents in mind, including the Israeli occupation, the obstacles, crossing the border check points, curfews etc.

The results of this study are expected to form a benchmark for similar studies in the future. They are also expected to help the Palestinian Authorities to improve their staff performance by measuring their work, prioritizing their needs and solving the issues that the respondents are facing during work. They may even help characterize the Library staff and help in developing training programs by determining the staff issues, the sources and the coping strategies.

It will help the other countries to develop their own strategies in the Library and Information Sector to cope with similar issues. Therefore this study had contributed significantly to the validation of Moore Model.

Developing the Model by Introducing New Location Variable.

This model has been used in the other countries to test the localization and its effects on the information workers, the majority of which is foreigners, also keeping in mind that the economy of those countries is way better than the economy and the political situation of Palestine. However, the researcher has modified some of the questions, considering the political situation of Palestine in general and the Gaza Strip in particular. The modifications were quite necessary in order to see the impact of the obstacles faced by the Library and Information workers on their work routines.

Restructuring of the Organization, Roles, Policy, and Curriculum to meet position needs.

One of the most important contributions of the study recommended that there should be restructuring of the curriculum being taught in the library schools of Palestine in particular and various countries to meet the requirements of the staff working in similar organizations such as libraries, which should include libraries automation, policies, and roles covering different government and private sectors

5.5 Recommendations for Further Research

To broaden the findings of this study the following topics are recommended for further research:

- a) This study has established baseline data on the current library and information work force in Gaza Strip.
- b) In 2009, the projections made in the current study should be compared to the actual situation to assess the accuracy of the methods used for projecting manpower needs.
- c) A follow-up study should be undertaken on the current library and information work force in every five years to determine whether the manpower shortage is being met.
- d) Currently there is high turnover in the library and information science field in Palestine among professionals who possess non-library degrees.
- e) A study should be made to determine ways to improve the match between knowledge and skills needed to function well in libraries and information centers and the knowledge and skills taught in the program.

f) Graduates of the library and information science program in Palestine are perceived as not being well prepared for their responsibilities in the actual work place. This perception should be avoided.

5.6 Concluding Statement

The researcher has attempted to study the supply and demand of information workers in the context of a Palestinian state in general and in particular Gaza Strip. Although the findings reflect the situation in Palestine state but in reality this could be better achieved when the Israeli occupation is totally alienated from the soil of Palestine. If this happens in the near future the outcome of the study can be accomplished at a faster rate. Future studies in the same area of research will give a better picture of the actual situation of information workers and their market needs.

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APPENDICES

Appendix A:

List of Ministries, Institutions, and Businesses Participating in the Study

Academic Libraries, Ministry of Higher Education

1. Islamic University Library
2. Al Azhar University Library
3. Al Quds Opining University Library
4. Al Aqsa University Library
5. Science and Information Technology Faculty Library
6. Palestine technology faculty
7. Public Authority for Applied Education and Training

Public Libraries, Ministry of Media and Culture

Ministry of International Cooperation and Developing Library

1. Center of Culture and Education Library
2. Center Knowledge and Culture Library
3. Muslim Youth Society Library
4. Palestinian Red Crescent Society Library
5. Gaza Municipality Library
6. Rafah Municipality Library
7. British Council Library
8. Educational and Development Center Library

9. Christian Youth Society Library

10. Palestinian Parliament Library

School Libraries

Ministry of Education

1. Government School Libraries

2. United Nations School Libraries

Mosque Libraries

Ministry of Awqaf and Islamic Affairs

Appendix B:

Questionnaires: English and Arabic

Dear Respondent,

July 2004

My name is Yaser E. S. Abu Namous and I am a librarian. I am particularly concerned over the deteriorating standard of supply, demand, and characteristics of library human resources in the Gaza Strip, Palestine. I firmly believe that appropriate supply, demand, and characteristics of library human resources in Gaza Strip could help to alleviate this worsening situation.

Purpose: 1) To examine the current status and to establish profiles of individuals working in the information sector in Gaza Strip.
2) To determine the manpower requirements necessary to staff current and future information facilities in Gaza Strip.
3) To compare the accuracy and achievement of the projected number of library workers by mid and top level managers in June 2004 to June 2009.
4) To make, on the basis of the findings, short, medium, and long-term recommendations for the improvement of library and information human resources in Gaza Strip. I humbly request your valuable time and cooperation to complete this questionnaire

Please answer all the questions. There is no right or wrong answer. The survey contains Part I and Part II are in 4 printed pages and they have both MCQ and open-ended questions. Please write your answer or tick (✓) at the appropriate place. Please give your honest suggestions. Read the questions carefully before answering. If you have any query, please contact me at yasir00123@yahoo.com or call me at 0173094692.

Note : This survey is meant for research purposes only. All data collected will be treated with strict confidence and used only for research purposes. Names will remain anonymous. The results of the analysis will not in any way be prejudicial or detrimental to the image of individuals or groups within the Departments. Returned survey forms will be duly destroyed upon completion of the research project. The success of this research study depends on your feedback and your contribution is very much appreciated.

Thank you very much for your co-operation and for participating in this research study.

Yours sincerely,

Yasir00123@yahoo.com
Metric No: WHA030003
PhD Candidate
University of Malaya
Lembah Pantai
50603 Kuala Lumpur

This survey is designed to gather basic information on the state of libraries and information workers in Palestine. The information you provide will help in planning and development, including the education and training of library and information workers.

Information Workers in library and Information Centers

PART: I

Name of your institution/ministry _____

Department _____

Specialization (title): _____

Please check the appropriate space.

1. What is your gender?

Male: _____ Female: _____

2. What is your age?

a) 25 or less _____ e) 41- 45 _____

b) 26- 30 _____ f) 46 – 50 _____

c) 31 – 35 _____ g) 51 – 55 _____

d) 36 – 40 _____ h) 56 or older _____

3. What is your town?

a) City work _____ b) out of city work _____

4. What are highest earned degree?

a) High school or equivalent _____

b) Diploma in library and information science (2two years) _____

c) B.A. in library and information science _____

d) Diploma in library and information science (post-graduate) _____

e) Master's in library and information science _____

f) Other (specify) _____

5. How many years of experience in library science do you have?

- a) Less than one year _____ f) 14 – 17 _____
b) 1 – 3 _____ g) 18 – 21 _____
c) 4 – 6 _____ h) 22 – 25 _____
d) 7 – 9 _____ I) more than 25 _____
e) 10 – 13 _____

6. What language do you speak? Read?

Speak	Read
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

PART: II

1. Would you recommend the field of library and information science to a friend as a desirable profession in which to work?

Yes _____. No _____

2. Would you encourage your children to prepare for work in this field?

Yes _____. No _____

3. If your answer no to either of the preceding question, please indicate what might make library and information science a more attractive profession.

Do you plan to work in the information sector as a primary occupational activity for the rest of your working life?

a) Definitely _____ d) No _____

b) Uncertain at this point _____ e) Unlikely _____

c) b) Probably _____

4. Would you be interested in continuing education in this field?

Yes _____ No _____

If yes what level?

a. Bachelor's in library and information science _____

b. Postgraduate diploma _____

c. Master's level _____

d. PhD level _____

5. Where would you prefer to continue your education in library and information science?

a. Palestinian institutes _____

b. Oversea institutes? _____

6. Would you like to pursue additional training in library and information science?

Yes _____ No _____

If yes, please specify?

a) On-the-job training _____

b) Short training course _____

a) In Palestine _____ in which areas? _____

b) Abroad _____ in which areas? _____

7. What kind of work do you do in your present position?

8. Please specify the kinds of additional skills you have that are related to your current job:

a) Typing

Computer skills (specify)

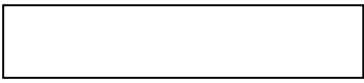
Management

b) Others

Thank you for your time effort in answering the questions. Please return the completed questionnaire using the enclosed envelope by 30 October 2004. if for some reason the envelope is missing, please return the questionnaire to:

Researcher Mr. Yasir E. S. Abu Namous,
Department of Library & Information Science,
Faculty of Computer Science & Information Technology,
University of Malaya,

Notice: For any question please contact the researcher on the following e-mail address:
yasir00123@yahoo.com



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Yasir00123@yahoo.com

Appendix C:

Interview, Schedule for Top-Level Offices, Head Librarians, Directors of Libraries and Information Centers in Gaza Strip

1. How many information workers are currently employed at your institution?

Professionals _____ Paraprofessionals _____ Clericals _____

2. Please give the number of posts that are authorized but not currently filled at your institution:

Professionals' _____ Para-professionals _____ Clericals _____

3. Please record or estimate the number of information workers who left their joined your institution in the last 12 months (June 2003 –June 2004):

Professionals Para-professionals Clericals

A. Departures:

Retirement _____

Death _____

Study Leave _____

Moved to job _____

Outside field _____

Dismissal _____

Others _____

Total _____

B. Arrivals:

Training input _____

Re-entrance _____

From other Fields _____

From abroad _____

From information sector _____

4. How many information workers will you need?

A. In the next 12 months (June 2004 - June 2005)

B. In the next 4 years (June 2005 - June 2009)

5. How many additional posts do you estimate are likely to be authorized to hire?

A. in the next 12 months (June 2004 - June 2005)

Professionals _____ Paraprofessionals _____ Clericals _____

B. in the next 4 years (June 2005 - June 2009)

Professionals _____ ParaProfessionals _____ Clericals _____

6. Are you confident that?

A. By June 2005 you will have the number you estimate to be authorized

Yes _____. No _____ Probability % _____.

B. By June 2009 you will have the number you estimate to be authorized?

Yes _____. No _____ Probability%_____.

C. You be authorized to hire this number?

Yes _____. No _____ Probability%_____.

C. Will you have the budget to hire this number?

Yes _____. No _____ Probability%_____.

7. Why will you need this number of information workers in the future? Please explain:

8. Future reduction:

Please estimate the number of posts that are likely to be eliminated from your institution and the number that are likely to be frozen

A. in the next 12 months (June 2004 -June 2005):

Professionals: Eliminated _____ Frozen _____

Paraprofessionals: Eliminated _____ Frozen _____

Clericals: Eliminated _____ Frozen _____

B. In the next 4 years (June 2005 - June 2009):

Professionals: Eliminated _____ Frozen _____

Paraprofessionals: Eliminated _____ Frozen _____

Clericals: Eliminated _____ Frozen _____

9. Regarding the educational background of your staff are there any areas.

In which they lack the necessary preparation for the work they are expected to do?

Yes _____ No _____

A. If so, in which areas?

1. _____

2. _____

3. _____

4. _____

10. Please identify your current information human resources problems or obstacles:

1. _____

2. _____

3. _____

11. Does you institution/ministry have a policy or program for staff development?

Yes _____ No _____

12. If your institution does not have such a policy, have you considered developing one? Yes _____ No _____

If so, what is the nature of the policy?

13. It appears that we are going to depend more on inside city workers than on out of the workers who stay out of the particular library to staff our information systems in the future. The government encourages the move toward local Palestinian.

A. has your institution established future goals regarding local Palestinian?

Yes _____ No _____

B. Are you currently moving toward local Palestinian at you institution?

Yes _____ No _____

C. What concrete steps have been taken thus far?

Appendix D:

Evaluation Questionnaire for Top-Level Offices, Head Librarians, Directors of Libraries and Information Centers in Gaza Strip

The questions in this survey are based on the data collected from top and middle level management of library and information workers in Gaza strip in 2004.

Section: I Accuracy of projections

Question 1: For the year 2004, the projected number of personnel in your library is accurate.

	Yes	No
a) Professional	<input type="checkbox"/>	<input type="checkbox"/>
b) Paraprofessional	<input type="checkbox"/>	<input type="checkbox"/>
c) Clerical	<input type="checkbox"/>	<input type="checkbox"/>

Question 2: For the year 2009, the projected number of personnel in your library was accurate.

	SD	D	U	A	SA
a) Professional	1	2	3	4	5
b) Paraprofessional	1	2	3	4	5
c) Clerical	1	2	3	4	5

Section: II Achievable

Q 3: For the year 2004, the projected number of the following personnel in your library has been achieved.

	Yes	No
a) Professional	<input type="checkbox"/>	<input type="checkbox"/>
b) Paraprofessional	<input type="checkbox"/>	<input type="checkbox"/>
c) Clerical	<input type="checkbox"/>	<input type="checkbox"/>

Q 4: For the year 2009, the projected number in your library could be achieved.

	SD	D	U	A	S A
a) Professional	1	2	3	4	5

Please provide reason for your selection

.....

.....

b) Paraprofessional	1	2	3	4	5
---------------------	---	---	---	---	---

Please provide reason for your selection

.....

Clerical	1	2	3	4	5
----------	---	---	---	---	---

Please provide reason for your selection

.....

.....

The researcher will mail the questions to all top and middle level management of library and information center in Gaza strip; one of the researcher's colleagues will follow up and send the filled forms back to the researcher by e-mail.

Thanks for your cooperation

Appendix E:

Interview, Schedule for Top-Level Offices, Head Librarians, Directors of Libraries and Information Centers in Gaza Strip

1. How many information workers are currently employed at your institution?

Professionals _____ Paraprofessionals _____ Clericals _____

2. Please give the number of posts that are authorized but not currently filled at your institution:

Professionals _____ Para-professionals _____ Clericals _____

3. Please record the number of information workers who left their joined your institution in the 2009:

Professionals Para-professionals Clericals

D. Departures for 2009:

Retirement _____

Death _____

Study Leave _____

Moved to job _____

Outside field _____

Dismissal _____

Others _____

Total _____

B. Arrivals for 2009:

Training input _____

Re-entrance _____

From other Fields _____

From abroad _____

From information sector _____

4. How many information workers have you hired in 2009?

5. How many additional posts that you hire besides the authorized number in 2009?

Professionals _____ Paraprofessionals _____ Clericals _____

6. Do you think that the authorized number is enough to run your library?

Yes _____ No _____

Please explain:

7. Regarding the educational background of your staff are there any areas in which they lack the necessary preparation for the work they are expected to do?

Yes _____ No _____

B. If so, in which areas?

1. _____

2. _____

3. _____

4. _____

8. Please identify your current information human resources problems or obstacles:

1. _____

2. _____

3. _____

9. Does you institution/ministry have a policy or program for staff development?

Yes _____ No _____

10. If your institution does not have such a policy, have you considered developing one? Yes _____ No _____

If so, what is the nature of the policy?

11. It appears that we are going to depend more on inside city workers than on out of the workers who stay out of the particular library to staff our information systems. The government encourages the move toward local Palestinian.

A. has your institution established future goals regarding local Palestinian?

Yes _____ No _____

B. Are you currently moving toward local Palestinian at you institution?

Yes _____ No _____

C. What concrete steps have been taken thus far?
