

# ASSESSMENT OF INFORMATION ORGANIZATION AND SERVICES COMPETENCIES AMONG BUSINESS SCHOOL LIBRARIANS IN KERALA STATE, INDIA

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## ABSTRACT -

The various technologies, media, publishing trends, information storage methods, information retrieval practices, and other factors have altered the functions of libraries and information centres. This novel paper briefly examines the assessment of skills and competencies among business school librarians in organising and delivering information services. Two hundred and fifty library professionals from eighty-four business school libraries in Kerala were taken as sample for the study. The study results revealed that majority of the libraries were automated and have OPAC facility through web. Conversely, majority of libraries have not developed library website. The study also revealed that majority of the libraries providing current awareness service, content alert service and document delivery services, while other services found unsatisfactory. The librarians have information literacy skills on information organisation and services. Based on the findings, the study has provided some recommendations.

**Keywords :** Competency, Information Organization, Information Services, Business School librarians, Kerala

## INTRODUCTION

The recent developments in technologies have forced the libraries to undergo drastic changes in its functions. In the present digital environment, libraries are mostly dealing with electronic resources as they can be accessed by many users simultaneously from any location at any time (Martzoukou&Konstantina, 2020). This will mostly move from search of literacy resources to spreading of information and knowledge (Xie et al., 2020). In the near future, the library services will be based on the librarian's knowledge i.e. the intelligence skills will determine the service quality (Chen et. al., 2020). This will develop the library model, critical functions, pay structure and other things (Yang et al., 2021).

These changes have forced the libraries to organize the resources systematically, introduce new services and warrants librarians to teach the patrons to find relevant information (Pitts et al., 2019). The developments such as open source information, cloud computing, big data, web scale discovery, social networks etc have entered into library and requires changes in library functioning (Li et. al., 2019). There is no doubt that the library professionals have to continuously learn to update their knowledge and collaborate with specialists to provide effective and efficient services to the users (Saponaro et. al, 2019).

The prime duty of academic library is to satisfy the information needs of academic and research community by offering a variety of information services that are both practical and user-focused (Berube et. al., 2020). It is also equally important that the libraries need to evolve new services to keep up with the changing needs of the institutions (Ratten&Vaness, 2020). There are numerous methods for processing of information available to serve the users (Xiang et. al., 2021). The library professionals need to know various methods of processing (Abdel-Basset et. al., 2019). As a result, they need to develop several skills and competencies in order to provide effective services and cope up with the changing technologies (Sjödin et. al., 2020). Library professionals, beginning with their primary education and librarianship, should possess various soft skills and competencies that are beneficial to library users to offer the appropriate information (Wani&SachinAsok, 2019). Among many functions of libraries, information services are considered as most essential. Users require accurate, current, and pinpointed information, but libraries cannot build sufficient collections due to

limited budgets (Wu et. al., 2020). They need to identify open access resources such as journals, books, theses etc (Jena &Pravat Kumar, 2020). The digital environment has made it possible to provide enhanced information services from the library through resource-sharing programs (Reed-Scott &Jutta, 2019).

### **Contributions**

Our study's novel contributions are:

1. We realise the importance of information organisation and deliver services, we investigate Kerala's business school librarians' information organization and service competencies.
2. We briefly examine the assessment of skills and competencies among business school librarians in organising and delivering information services.
3. We take Two hundred and fifty library professionals from eighty-four business school libraries in Kerala as sample for the study.
4. We reveal that majority of the libraries were automated and have OPAC facility through web.
5. We reveal that majority of the libraries providing current awareness service, content alert service and document delivery services, while other services found unsatisfactory

### **REVIEW OF LITERATURE**

The authors have explored the literature of past studies deals with skills and competencies possessed by librarians and listed as below.

(Yadav, 2021) conducted a study to identify the essential skills and competencies of LIS

professionals identified 54 skills across five broad areas: traditional library skills, research skills, computing skills, data management skills, and soft skills. The study's findings revealed that computing skills, library automation, and library digitization are considered essential for LIS professionals. The study recommended that the prerequisite knowledge of library liaison services, technical services, and foreign languages were necessary only for working in special libraries and suggested to revamp the LIS course curriculum according to the skills in demand in the market. (Okeji et al., 2020) conducted a study to determine the digital literacy skills of librarians working in Private University libraries in Anambra State. The study found that the librarians had high database search skills, sending and receiving e-mails, uploading documents to online platforms, skills in social media, and capability to use open-source software. On the other hand, they have moderate and low competency skills in metadata development, digitization skills, applying new technologies to library, library website development skills, and ability to create different file formats. (Baro et al., 2019) assessed digital literacy skills of African librarians working in university libraries and rated them as very high for various digital literacy skills such as databases search, documents uploading, knowledge on social media, e-mail communication, developing digital libraries, applying new technologies in library, creating files in different formats and use of open source software. (Shastri&Chudasma, 2022) explored the Gujarat State library professionals' Information Communication Technology skills and challenges faced while using technologies. The findings of the study revealed that majority of the library professionals rated operating skills as above

average and excellent for information literacy skills such as Operating Systems, MS Office, DBMS, Library Automation, Cataloguing and Metadata, Subject Gateways, Electronic Bulletin Board, Asynchronous library services (FAQ, E-Mail, Webform, etc.), RFID and Cloud Computing Service. In contrast, they have average and below-average knowledge on RDBS, web designing, and CMS. (Sewant&Yadav, 2020) assessed the knowledge, proficiency, and expertise of smart librarians and found that library professionals rated personal skills and generic skills as good and excellent and they were competent with few technical skills such as advanced database management, advanced web technology, content management system, educational copyright knowledge, and e-books acquisition and maintenance. (Adam &KiranKaur, 2021) assessed librarians' skills and competencies for scholarly communication and managing the repository in Nigeria found that majority of the respondents understand digital preservation, repository platforms, collecting, storing, and preserving research output of the institutions, and developing policies, author's rights, knowledge on data description projects and indicators of research impact.

The literature has provided some insights to identify the gap and move towards right direction.

## OBJECTIVES

The study was conducted to accomplish the following objectives:

1. To investigate the proficiency of Information organization competencies of library professionals working in business schools of Kerala.

2. To examine the expertise of information services competencies among the library professionals working in business schools of Kerala.
3. To find out the areas in which business school library professionals need to acquire Information services and organization.
4. To conduct a needs analysis to identify B-School library professionals' needs and requirements to improve their skills and competency level.

### METHODOLOGY

Respondents in the study were library professionals working in business schools and management institutions located in the state of Kerala, India. We use data from Kerala Technological University website . A questionnaire in Google form was created and used for collecting the data from the intended respondents. A link to the questionnaire hosted on Google Forms was forwarded to the e-mail

addresses of library professionals working in different management and business colleges across Kerala. Their e-mail addresses were obtained from Kerala Technological University (KTU) web pages. Respondents were reminded twice through email to complete the survey in their inbox. One major limitation of the study is that the data were collected during the Covid-19 pandemic period. And it was found difficult to collect the data due to various personal and technical problems. Therefore, we have also used WhatsApp platform to remind them to fill out the questionnaire. Data collection started in October 2021 and ended in December 2021. In total, 290 e-mails were sent to librarians working in business schools/management institutions in Kerala. Out of the total respondents, 250 practicing library professionals responded with a response rate of 86.21 percent (see details in Table I). Simple percentage was employed for data analysis. The results are presented using tables and charts.

### RESULTS AND ANALYSIS

**Table 1: MBA/B schools in Kerala**

Sr. no	Institution Type	Total
1	Government	4
2	Government Aided	1
3	University managed Govt	1
4	Private-Unaided	78
<b>Total</b>		<b>84</b>

There are 84 AICTE-approved management/business schools, librarians, and library professionals affiliated with Kerala technological university were the population of the study. The majority of the business schools,

78 (92.85%), are from the self-financing sector managed by private management, and only 6 (0.071%) are from the Government or Aided sector.

**Table 2: Socio-Demographic Information of respondents (N=250)**

	<b>PERSONAL INFORMATION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE</b>
<b>Gender</b>	Male	119	47.6%
	Female	131	52.4%
<b>Age</b>	25-30	74	29.6%
	31-40	109	43.6%
	More than 40 years	67	26.8%
<b>Designation</b>	Librarian	71	28.4%
	Assistant Librarian	62	24.8%
	Library Assistant	86	34.4%
	Others	31	12.4%
<b>Professional Qualification</b>	BLISc	49	19.6%
	MLISc	181	72.4%
	MPhil	6	2.4%
	Ph.D	14	5.6%
<b>Nature of the Institution</b>	GovtAided	67	26.8%
	Self-Financed	183	73.2%
<b>Nature of the Employment</b>	Permanent	170	68.0%
	Temporary	80	32.0%
	Others		
<b>Professional Experience</b>	1-10 years	178	71.2%
	11-20 years	58	23.2%
	More than 20 years	14	5.6%

From the Table 2, it is found that 131(52.4%) of the respondents were female which reveals that there is no much difference found between male and female respondents. Among total respondents, highest respondents 109(43.6%) were between 31-40 age group, followed by more than one-fourth of the respondents were between 25-30 years With regard to designation, highest respondents 86(34.4%) were library assistants

followed by 71(28.4%) were librarians and 62(24.8%) were assistant librarians. Little less than three-fourth (72.4%) of the respondents have MLISc qualification and (5.6%) have Ph.D degree. It was also noted that 183 (73.2%) were working in self-financing institutions, 170 (68.0%) were permanent employees and 178 (71.2%) have 1-10 years of professional experience.

**Table 3 : Level of library automation**

Sr. No	Automation level	Frequency	Percent
1	Fully	37	44.1
2	Partly	43	51.2
3	Proposed	4	4.8

It is found from above table that out of 84 libraries, 43(51.2%) of the libraries have partially automated followed by 37(44.1%) were fully automated. It is also observed that only 4 libraries have proposed for automating the libraries.

**Table 4 : Category of automation software used**

Sr. No	Automation software category	Frequency	Percent
1	Open source	64	76.2
2	Commercial	16	19.1

Out of 84 libraries, 80 libraries have been automated using different automation software packages. Again, out of 80 libraries, majority of the libraries 64(76.2%) have automated the libraries using open source software and remaining libraries have automated with the help of commercial automation software package.

**Table 5 : Availability of OPAC through web**

Sr. No	OPAC through web	Frequency	Percent
1	Yes	52	61.9
2	No	32	38.1

It is found from table 8 that majority of the libraries 52(61.9%) have OPAC facilities through the web and rest of the libraries do not have such facilities.

**Table 6 : Library portal/webpage**

Sr. No	Library portal/webpage	Frequency	Percent
1	Yes	32	38.1
2	No	52	61.9

It is found from the above table that only 32(38.1%) of the libraries were having library portals/websites, whereas, other libraries 52(61.9%) were not having library portals/websites.

**Table 7 : Library services**

Sr. No	Services	Frequency	Percent
1	Current Awareness Service	73	86.9
2	Content Alert Service	54	64.3
3	Document Delivery Service	47	56.0
4	Discovery Service (Federated search/Web-scale management)	18	21.4
5	Preservation of digital content	36	42.9
6	Electronic Publishing	8	9.5
7	Information Literacy Sessions	31	36.9
8	Indexing & Abstracting	18	21.4
9	Laison /Outreach Programs	11	13.1
10	Research support service	32	38.1
11	Selective Dissemination of Information	31	36.9
12	Translation Service	7	8.3
13	Technical Consultancy Service	13	15.5
14	Plagiarism Checking	23	27.3
15	Remote Access services	28	33.3
16	Marketing of library resources	15	17.9
17	Resource Sharing (ILL)service	24	28.6
18	Virtual Reference Service (Ask a Librarian)	27	32.1

Table 7 provides details regarding various services provided by the libraries. It is found from the above table that a high majority of the libraries 73(86.9%) were providing current awareness services followed by content alert service and document delivery services were the major services 54(64.3%) and 47(56.0%). It was also noted that services such as the preservation of digital documents and research support

services were provided by a sizable number of librarians i.e. 36(42.9%) and 32(38.1%). The services such as information literacy sessions and selective dissemination of information were provided by 31(36.9%) each. It is again found that almost one-third of the librarians have provided remote access services and virtual reference services and little more than one-fourth provided resource sharing services and plagiarism

checking. Services, such as technical consultancy services, translation, liaison/outreach programs, indexing and abstracting services and electronic

publishing services were provided less by the librarians.

**Table 8: Information Organization Competency**

<i>Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D A), Strongly Disagree (SD)</i>					
<b>Information Organization statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SD</b>
Familiar with cataloging and classification rules	183(72.3%)	44(17.6%)	13(5.2%)	6(2.4%)	4(1.6%)
Familiar with the latest ICT tools for information organization	126(50.4%)	98(39.2%)	19(7.6%)	6(2.4%)	1(0.4%)
Familiar with indexing and abstracting procedures for organizing the information	99(39.6%)	103(41.2%)	36(14.4%)	7(2.8%)	5(2%)
Ability to organize online and offline resources	119(47.6%)	80(32%)	41(16.4%)	7(2.8%)	3(1.2%)
Ability to create and maintain web OPAC	100(40%)	65(26%)	37(14.8%)	30(12%)	10(7.2%)
Have knowledge on developing ready reference sources	93(37.2%)	78(31.2%)	37(14.8%)	25(10%)	17(6.8%)
Ability to source the information through shared networks	93(37.2%)	78(31.2%)	40(16%)	16(6.4%)	23(9.2%)
Ability to analyze the subjects as per the needs of the library users	113(45.2%)	70(28%)	28(11.2%)	16(6.4%)	23(9.2%)

It is observed from table 8 that the majority of the respondents 183 (72.3%) and 126(50.4%) strongly agreed with the statement ‘familiar with cataloging and classification rules’ and ‘familiar with the latest ICT tools for information organization’ followed by the second highest respondents have agreed. In the same way, it was also observed that highest number of respondents 119(47.6%), 113(45.2%), and 100(40.0%) strongly agreed for statements such as ‘ability to

organise offline and online resources’, ‘ability to analyse the subjects as per the needs of the users’ and ‘ability to create and maintain OPAC followed by second highest have agreed. It was also noted that (37.2%) each strongly agreed for statements such as ‘ability to source the information through shared networks’ and ‘have knowledge on developing ready reference sources’



**Table 9: Information Services Competency**

<i>Very High (VH), High (H), Moderate (M), Low (L), Very Low (VL)</i>					
<b>Information Services statement</b>	<b>VH</b>	<b>H</b>	<b>M</b>	<b>L</b>	<b>VL</b>
Familiar with latest ICT tools for providing information services	105(42%)	102(40.8%)	38(11.2%)	6(4.8%)	5(1.2%)
Ability to retrieve, evaluate, and disseminate information from online and offline resources	99(39.6%)	102(40.8%)	38(15.2%)	6(2.4%)	5(2%)
Ability to conduct user awareness sessions	115(46%)	85(34%)	35(14%)	9(3.6%)	6(2.4%)
Familiar with Literature searches for users	110(44%)	79(31.6%)	46(18.4%)	10(4%)	5(2%)
Ability to handle the virtual research environment management	105(42%)	72(28.8%)	54(21.6%)	17(6.8%)	2(0.8%)

It is found from the above table that highest number of the respondents 115 (46.0%) and 110 (44.0%) have stated that they have very high-level competency on the statements such as ‘ability to conduct user awareness programme’ and ‘familiar with literature searches for users’ followed by second highest were highly competent. It was also noted that 105 (42.0%) each were very highly competent with statements such as ‘ability to handle the virtual research environment management’ and ‘familiar with latest ICT tools for providing information services’ followed by second highest were highly competent. On the other hand, more or less equal number of respondents were very highly competent and highly competent for the statement ‘ability to retrieve, evaluate, and disseminate information from online and offline resources.

### **FINDINGS**

The research investigated library professionals' information organization and service competencies to manage resources and deliver

effective services to the users. The study findings demonstrated that library professionals were highly skilled and capable of offering information organization and services. The following are the significant findings identified from this study:

1. Among the 250 business school library professionals who responded to the survey, 131 (or 52.4%) were female, while 119 (or 47.6%) were male. There is no much difference found between male and females' ratio and validates gender equality.
2. Highest number of the respondents, 86(34.4%), were library assistants followed by 71(28.4%) were librarians and 62(24.8%) were assistant librarians. It was also noted that 31(12.4%) were not from library departments.
3. Majority of the respondents, 178 (71.2%) had 1 to 10 years of experience followed by 58 (23.2%) had 11 to 20 years of experience and only 14 (5.6%) had more than 20 years of experience.

4. Out of 84 libraries, 43 (51.2%) are partially automated and 37 (44.1%) are fully automated. Only four libraries have suggested automating libraries. 64(76.2%) have automated using open-source software and remaining used commercial automation software packages.

5. Majority of the libraries 52 (61.9%) were providing OPAC services through web.

6. Out of 84 libraries, 32 (38.1%) of the libraries have developed library portal/webpage.

7. An overwhelming number of libraries 73(86.9%) were providing current awareness service followed by 54(64.3%) and 47(56.0%) of the libraries were providing content alert service and document delivery services. Sizable number of libraries i.e. 36(42.9%) and 32(38.1%) were providing preservation of digital documents and research support services. 31(36.90%) of libraries provides information literacy sessions and selective dissemination of information and one-third provides remote access services and virtual reference services. Little more than one-fourth provided resource sharing services and plagiarism checking. Services, such as technical consultancy services, translation, liaison/outreach programs, indexing and abstracting services and electronic publishing services were provided less by the librarians.

8. Majority of the library professionals have very strongly and strongly agreed that they have information organisation competency.

9. Majority of the respondents have stated that they were very highly competent and highly competent with regard to information services competency.

From the study, it is found that majority of the libraries were partially automated and four of the libraries have not automated. As automation eliminates the repetitive work and saves the time of the users as well as staff, the librarians need to convince the authority for complete automation of libraries. WebOPAC and library websites acts as gateway for accessing all the resources from any part of the world. But, in our study, 52 (61.90%) have OPAC through web and 32 (38.10%) have library website. Hence, OPAC through web and library website need to be developed as early as possible. Thus, the study observed that library professionals working in Kerala's business schools have sufficient skills in managing the information organization and providing effective services; however, services provided by the libraries found unsatisfactory. Out of 84 surveyed libraries, current awareness service, content alert service and document delivery service were the services offered by more than 50% of the libraries. Majority of the libraries have not provided remaining 15 services. In this digital environment, all the eighteen services listed are very important should be provided to the user community. It is also equally important that the services provided by the libraries need to be educated to the users in the form of user awareness/orientation/literacy to utilise the resources effectively.

## DISCUSSIONS

The paper explored various skills and competencies required for library professionals to manage Information organization and services, and our study is coinciding with the results of Swain, & Panda (2009). One interesting point of comparison between the two studies is their focus on electronic resources and services in business

school libraries in different Indian states. While the first study specifically looks at the use and availability of e-resources in Business School libraries in Orissa, the second study examines the information organization and services competencies of library professionals in Kerala's business schools. Both studies highlight the importance of electronic resources and services in meeting the information needs of users in the academic environment, and the need for librarians to have the skills and competencies to manage and deliver these services effectively. The findings of both studies suggest that while there are some areas where libraries are doing well, such as providing current awareness services, there are also areas for improvement, such as increasing automation, developing library websites and portals, and expanding the range of services offered. Overall, the studies provide valuable insights into the challenges and opportunities faced by business school libraries in India as they navigate the rapidly evolving landscape of electronic resources and services.

The studies conducted by Vijesh and Sreejith (2020) in Kerala, India provide valuable insights into the evolving role of business school libraries and librarians in promoting social responsibility and providing quality information services. The studies highlight the challenges and opportunities faced by academic libraries in their efforts to engage with the community and contribute to society. In particular, the studies emphasize the practical aspect of socially responsible librarianship and provide a case study of how library staff and resources can be utilized for socially relevant academic extension programs. Moreover, the studies underscore the need for continuous skill development and training among

business school librarians to keep up with the changing landscape of library and information services. The recommendations put forth by the studies, such as the development of library websites and the provision of additional services such as research support and information literacy training, are crucial in ensuring that business school libraries and librarians can effectively support the academic and social needs of their communities. Overall, these studies serve as a reminder of the vital role that business school libraries and librarians play in the promotion of social responsibility and the provision of quality information services.

One significant point of discussion that can be drawn from both studies is the need for library professionals to have a broader range of competencies beyond traditional library skills, particularly in the area of technology Bajpai et al (2019). The studies reveal that while the majority of the librarians possess some ICT skills and information organization and services competencies, there are gaps in their knowledge and expertise, which could affect their ability to provide effective library services. To address these gaps, it is essential to provide opportunities for ongoing professional development and training to enable librarians to acquire new competencies and stay up-to-date with emerging trends and technologies. Furthermore, both studies highlight the importance of integrating these competencies into the academic/professional curriculum for LIS education to equip future librarians with the necessary skills to meet the evolving needs of library users in the digital era. Ultimately, these findings underscore the critical role of library professionals in facilitating access to information

and knowledge, and the need for them to possess a diverse range of skills to deliver high-quality library services.

In another study conducted by Pagore, and Usha Singh (2022) explored that the findings of both studies in terms of the challenges faced by library professionals in developing ICT skills and competencies. For instance, the study could have identified some specific challenges in the digitalization process that could hinder the development of ICT skills among LIS professionals, such as inadequate infrastructure, lack of funding, or lack of training opportunities. In our study could have highlighted some specific challenges faced by business school librarians in Kerala in organizing and delivering information services, such as lack of awareness among users, difficulty in selecting appropriate resources, or lack of staff. Comparing and contrasting these challenges across the two studies can provide valuable insights into the common themes and variations in the challenges faced by library professionals in India and offer recommendations for addressing these challenges.

In order to determine the perceived area and reason of happiness among college librarians, as well as how librarians are managing their satisfaction and the support systems that are accessible, Jeshurun et al study (2022) was done. Although the two studies focus on different aspects of librarianship, they share a common theme of assessing the skills and competencies of librarians and their job satisfaction. The study on career gratification among college librarians in Tirunelveli District highlights the need to identify factors that contribute to job dissatisfaction and suggests strategies to improve the work environment. On the other hand, the study on

information organization and services competencies among business school librarians in Kerala State examines the level of competency of librarians in organizing and delivering information services, and identifies areas where improvements can be made to enhance the quality of services. By linking the findings of these studies, policymakers and library administrators can gain a better understanding of the factors that contribute to job satisfaction and service quality among librarians, and implement effective strategies to enhance their competencies and overall job satisfaction.

The study by Nazim et al. (2022) focused on assessing the level of ICT self-efficacy among librarians working in the Libraries of Aligarh Muslim University Library System. The researchers used a structured questionnaire to conduct a quantitative survey, and 102 questionnaires were received with an 82.9% response rate. The study found that while the majority of librarians were skilled in using basic ICT applications, they lacked the necessary skills to manage ICT-based library operations and services. Additionally, the study identified inadequate ICT application training and a lack of ICT infrastructure as significant barriers to librarians obtaining ICT skills. The study's findings could aid in the development of strategies for integrating new technologies into libraries. In a contrary to our study, to assess the information organization and services competencies of business school librarians in Kerala. The study involved 250 library professionals from 84 business school libraries in Kerala. The study found that while the majority of libraries were automated and had OPAC facilities through the web, a significant number of

libraries had not developed their library websites. Furthermore, while most libraries provided current awareness service, content alert service, and document delivery services, other services were found to be unsatisfactory. The study also highlighted the importance of librarians having information literacy skills in information organization and services, which could be improved through training and development programs. In summary, both studies share a common theme of assessing the competencies and skills of librarians in Indian academic libraries, particularly in relation to ICT and information organization and services. The studies highlight the importance of librarians having the necessary skills to manage ICT-based library operations and services and provide high-quality information services. The findings from these studies could be used to develop strategies for integrating new technologies into libraries and to improve the quality of information services provided by librarians.

In our study, majority of the library professionals have very strongly and strongly agreed that they have information organisation competency. Majority of the respondents have stated that they were very highly competent and highly competent with regard to information services competency. From the study, it was found that majority of the libraries were partially automated and four of the libraries have not automated.

### **LIMITATIONS AND FUTURE DIRECTIONS**

The study's findings revealed some limitations and gaps that need to be addressed in future research. One significant limitation was the sample size, as the study only included library

professionals working in business schools in Kerala, which limits the generalizability of the results to other regions or types of libraries. However, it should be noted that the study solely focused on the perspectives of library professionals, and did not take into account the viewpoints of other key stakeholders, such as library users, faculty members, or administrators. Their perspectives could have provided valuable insights into the information needs and services of business school libraries, which could have complemented the findings of this study. Future research could explore the views and experiences of these stakeholders to obtain a more comprehensive understanding of the information needs and services of business school libraries. Furthermore, the study could be expanded to include a larger sample size from different regions of the country to ensure more representative findings. Additionally, conducting a longitudinal study could enable the researchers to track changes in the competencies and skill levels of business school library professionals over time.

### **CONCLUSION**

In conclusion, this study has shed light on the information organization and service competencies of library professionals working in business schools in Kerala. The findings suggest that the majority of these librarians have experience with cataloguing, classification systems, and the latest ICT tools for information organization. They are also proficient in analyzing information services and retrieving, evaluating, and disseminating information from online and offline sources. However, other information services have room for improvement, such as current awareness, content alerts, and

document delivery services. This study's findings can be used to identify areas where library professionals need to enhance their skills and competency level. The study also conducted a needs analysis to determine the requirements of B-School library professionals, which can be used to improve their services to library users. It is important to note that this study has its limitations. The sample size was limited to library professionals working in business schools in Kerala, and other similar institutions may have different competencies and needs. Future researchers can expand the population and use alternative methodological approaches to gather more information. This study highlights the importance of information organization and service competencies for library professionals. As libraries continue to evolve, library professionals need to adapt and provide the best possible services to their users. By improving their skills and competencies, library professionals can better serve their communities and enhance the value of their institutions. Most of the librarians who participated in this study had experience with services like cataloguing and knew how to use classification systems. They can analyze information services and retrieve, evaluate, and disseminate information from online and offline sources. They are well-versed in the most up-to-date ICT tools for information organization. However, as the library and its services continue to evolve, library professionals must be able to organize and provide the best services to library users while saving time. The study is limited to library professionals working in business schools in Kerala, but its findings apply to similar institutions. The main goal of this study is to identify the library professionals' strengths and weaknesses in terms of information organization

and service skills, as well as to educate library professionals who are encountering obstacles and enable them to perform efficiently. Future researchers can explore similar studies by expanding the population and utilizing alternative methodological approaches, such as focus group discussions and interviews with other library professionals in different firms.

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