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Academic Librarians' Motivation toward Professional Development in the United Arab Emirates Federal Higher Education Institutions

Asma Othman Alkatheeri

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جامعة الإمارات العربية المتحدة
United Arab Emirates University

United Arab Emirates University

College of Education

Department of Foundation of Education

ACADEMIC LIBRARIANS' MOTIVATION TOWARD
PROFESSIONAL DEVELOPMENT IN THE UNITED ARAB
EMIRATES FEDERAL HIGHER EDUCATION INSTITUTIONS

Asma Othman Alkatheeri

This thesis is submitted in partial fulfilment of the requirements for the degree of
Master of Education (Educational Leadership)

Under the Supervision of Dr. Ali Ibrahim

November 2019

Declaration of Original Work

I, Asma Othman Alkatheeri, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled "*Academic Librarians' Motivation Toward Professional Development in the United Arab Emirates Federal Higher Education Institutions*" hereby, solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Dr. Ali Ibrahim, in the College of Education at UAEU. This work has not previously been presented or published, or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

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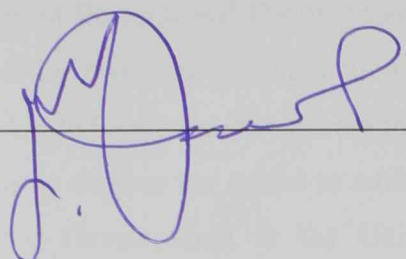
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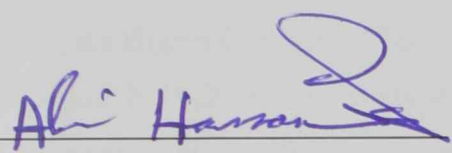
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Abstract

This thesis is investigating the status of professional development (PD) for academic librarians in the United Arab Emirates. The first objectives of the thesis is to investigate the current Professional Development in terms of activities, organization and effectiveness of the programs for academic librarians in Federal Higher Education Institutions in the United Arab Emirates, from the point of view of the librarians. The second objective is to explore the extent to which academic librarians are motivated toward Professional Development in the United Arab Emirates Federal Higher Education Institutions. Qualitative research method has been utilized and data are collected via interviews from 13 academic librarians in 3 institutions, the United Arab University (UAEU), the Higher Colleges of Technology (HCT), and Zayed University (ZU) during the period 2018-2019. The study discovered that there are various PD activities such as workshops, conferences, webinars, and many others that are organized by these institutions for librarians. In addition, the study found that the current professional development programs are not totally related to library work especially programs that are provided by Human Resources departments; while professional development programs that are organized by libraries are more relevant to librarians' needs. In addition, there are different organizers of professional development programs, through local and/or international associations. For motivation of librarians, the study found that most librarians are highly motivated toward professional development due to intrinsic motivational factors in absence of extrinsic motivation factors. This thesis gives rich information about the status of professional development for librarians, and about librarians' motivation toward PD, which will help researchers build upon the results and open new avenues for research. Finally, this study fills a gap that currently exists in the area of librarians' research within the United Arab Emirates context.

Keywords: Motivation, Academic librarians, Professional development, Adult learning theory, PD effectiveness, Leadership support.

Title and Abstract (in Arabic)

دافعية أخصائي المكتبات الأكاديمية تجاه التطوير المهني في مؤسسات التعليم العالي الإتحادية في دولة الإمارات العربية المتحدة

المخلص

تسلط هذه الرسالة الضوء على برامج التطوير المهني المتاحة لأخصائي المكتبات الأكاديمية إلى جانب دافعتهم تجاه التطوير المهني القدم لهم في مؤسسات التعليم العالي الإتحادية في دولة الإمارات العربية المتحدة. وتمثلت أهداف الدراسة في أولاً استقصاء الوضع الحالي للتطوير المهني من نواحي مختلفة كالجها المنظمة للبرامج ومدى فعاليتها لأخصائي المكتبات الأكاديمية في دولة الإمارات من وجهة نظر الأخصائيين. وتمثل الهدف الثاني في بحث مدى دافعية أخصائي المكتبات الأكاديمية تجاه التطوير المهني في مؤسسات التعليم العالي الإتحادية في دولة الإمارات العربية المتحدة. تم جمع البيانات عن طريق تطبيق المنهج النوعي، وذلك من خلال إجراء 13 مقابلة مع أخصائي مكتبات من 3 مؤسسات تعليم عالي (جامعة الإمارات العربية المتحدة، جامعة زايد، وكليات التقنية العليا) خلال الفترة 2018-2019. كشفت الدراسة عن توفر العديد من برامج التطوير المهني كورش العمل والمؤتمرات والتدريب الإلكتروني وأنواع مختلفة من البرامج. لكنها كشفت أيضاً على أن البرامج المطروحة حالياً لا تتلاءم بشكل كامل مع احتياجات أخصائي المكتبات وبالأخص البرامج المطروحة من خلال إدارة الموارد البشرية في مختلف المؤسسات. بينما كانت البرامج التي تنظمها المكتبات أكثر فعالية وأكثر مواءمة لحاجات أخصائي المكتبات. كما كشفت الدراسة عن تواجد عدة جهات منظمة لبرامج التطوير المهني لأخصائي المكتبات منها المحلية ومنها الدولية. كذلك، أظهرت الدراسة عن وجود الدافعية الداخلية للتطوير المهني بين الأخصائيين على الرغم من غياب أسباب الدافعية الخارجية. وتضيف هذه الرسالة معرفة غنية عن الوضع الحالي للتطوير المهني وعن الدافعية لدى أخصائي المكتبات للتطوير في إطار دولة الإمارات العربية المتحدة. وتسعى هذه الرسالة بدورها إلى تغطية جزء من الفجوة العميقة في مجال البحث العلمي عن المكتبات في دولة الإمارات.

مفاهيم البحث الرئيسية: الدافعية، أخصائي المكتبات الأكاديمية، التطوير المهني، نظرية تعلم الكبار، فعالية البرامج، الدعم القيادي.

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My special thanks are extended to my husband for his support during my study journey to earn my master degree. I want to extend my gratitude to all the participants for giving up their time to participate voluntarily in the study.

Dedication

I dedicate this study to my:

Dear parents for their prayers.

*To my dear family (my husband and my children) and for my beloved sisters, and
brothers.*

For all UAEU Library staff for their encouragement and support.

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List of Abbreviations

CPD	Continuous Professional Development
HCT	Higher Colleges of Technology
PD	Professional Development
UAEU	United Arab Emirates University
ZU	Zayed University

Chapter 1: Introduction

1.1 Overview

Academic libraries primarily support all the “bits and pieces” of education, learning and teaching processes, and most definitely research. Academic libraries play an essential role in supporting higher education institutions by providing various services, resources collections, and research tools. Many researchers and learners heavily depend on academic libraries (Maesaroh & Genoni, 2009). This makes academic libraries the heart of the university (Lynch et al., 2007).

Academic libraries in the United Arab Emirates are essential educational centers that provide knowledge and fulfill educational and research needs. They are among the main supportive bodies to higher education and the country. “Academic and research libraries play an integral role in the further development of the UAE’s knowledge economy” (eFADA, 2016). In addition, one of the main UAEU Vision’s aspirations for 2021 is to have “First-rate education system”. Vision 2021 National Agenda emphasizes the development of a first-rate education system and begins by recommending a complete transformation of the current education system and teaching methods (UAE National Committee on SDGs, 2017). Education in the United Arab Emirate is a priority of the Federal Government which affirms the libraries’ importance.

There are three main federal institutions of higher education in the UAE: The United Arab Emirates University which was founded in 1976; the Higher Colleges of Technology which were established in 1988 and which presently have seventeen branches in the country; and Zayed University which was established in 1998 and

which has two branches, one in Abu Dhabi and the other in Dubai (The Ministry of Education, 2016).

One of the key elements for the success of universities and the learning process that happens within them is academic librarians. They play a key role in shaping up a library: building library collections, providing services to scholars and researchers and ensuring reliable and fair access to information resources.

There are several factors that influence the quality of the staff working at the libraries, including personal attributes such as ability, intelligence and commitment, and occupational factors such as the level of education, continuing professional development (CPD) and ability of learning in the workplace (Maesaroh & Genoni, 2009).

Many efforts have been made to study librarians' professional development and how it is connected to their motivation from different aspects and different theoretical points of view. However, in the UAE, this area of did not have enough research. In this study, I have been adopted the adult learning theory and other motivation theories to investigate librarians' viewpoints about the professional development they receive and how this is associated with their motivation. The study provides a much-needed understanding of academic librarians' motivation toward professional development in the UAE Federal Universities in addition to the current state of the professional development programs available to them.

1.2 Statement of the problem

The profession of academic librarianship is a challenging one, as it requires multiple skills. According to the American Library Association (2012), librarians are

people who assist others in research tasks, select, purchase and discard items and, they offer programs and training. Moreover, academic librarians assist students and researchers in gathering information and fulfilling their research needs. They also have new roles in manuscript editing, and publishing. Additionally, they have instructional role in conducting information literacy programs. They also deal with computer based-systems and databases daily. Therefore, having motivated librarians and up to date in terms of professional development is essential.

Information and communication technologies (ICT) have changed the form of information resources and library services. It created new challenges and new skills requirements for librarians (Alawadhi, 2015). To enhance the role of the academic librarians as supportive professionals for teaching, learning and research, there is a demand for having skilled and professional librarians. Librarians need to improve themselves in ways that allow them to function effectively in the dynamic information and digital age. Librarians need to adapt to changes and improve their skills through professional development and training (Durant, & CCE, 1999). This might be a reasons for the United Arab Emirates University, in its Strategic Plan (2017-2021), to aim for redefining the role of the library to support teaching, learning, and research.

There are some initiatives by UAEU libraries for improving librarians' education and professional development. The library annual report 2014-2015 stated that "The library facilitated professional development and life-long learning programs for staff" (UAEU Library Deanship, 2015). However, the WASC (2015) self-study recommended that the university should undertake a major project to develop the library as the campus focal point for supporting student learning and research, both in terms of the physical space and the services and resources it provides.

From librarians' point of view, professional development is a personal success, achievement and personal satisfaction (Corcoran & McGuinness, 2014). Professional development is one of the strong factors in increasing librarians' motivation and satisfaction. Librarians will be more satisfied if they are motivated to learn and complete their professional development besides gaining new knowledge and preparing themselves for future duties (Chan, & Auster, 2005).

Many studies around the world discussed librarians' motivation and their professional development. In addition, many studies explored the current PD status for different national universities, yet there is an obvious gap of research in the United Arab Emirates context. This area of research in the United Arab Emirates is perhaps uncharted and needs greater efforts to study the conditions of library and the work dynamics and needs of the librarians in the region. This study attempts to gain a better understanding of these issues and opens new aspects of research in this area.

1.3 Statement of purpose

The purpose of this study is to investigate the status of professional development for academic librarians in United Arab Emirates. The first objective of the thesis is to explore the current professional development in terms of activities, organization and effectiveness of the programs offered to the academic librarians in the three Federal Higher Education Institutions in the United Arab Emirates from the point of view of the librarians. The second objective is to explore the extent to which academic librarians are motivated toward Professional Development in the United Arab Emirates Federal Higher Education Institutions.

1.4 Research questions

- 1) What is the status of professional development for academic librarians in terms of activities, organization and effectiveness of the programs in the three UAE federal higher education institutions?
- 2) To what extent academic librarians are motivated toward professional development in the UAE federal higher education institutions?

1.5 Significance of the study

This study provides a comprehensive overview of professional development offered to academic librarians in federal higher educational institutions in the UAE. In addition, it gives rich information on the status of academic librarians' motivation toward professional development in the United Arab Emirates federal higher educational institutions. The study will support further studies in this area and will provide basic data that will enrich the literature review for future research. In addition, this study will provide insights for improving academic librarians' professional development in the UAE for leaders and decision makers around the country in federal universities, institutions and library consortiums in the UAE.

1.6 Definition of terms

Librarianship: Librarianship is generally considered to be concerned with the principle and practice of selecting, acquiring, organizing, disseminating and providing access to information in accordance with the specific needs of groups of people or an individual (Cheong, 2008).

Academic Library: is the library that supports and facilitates faculty teaching activities, helps undergraduates and graduates develop research and information

literacy skills, and provides active support that helps increase the productivity of faculty research and scholarship (American Library Association, 2016).

Professional development: the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness (The Glossary of Education Reform, 2014).

Continuous Professional Development (CPD): “the systematic maintenance, improvement, and broadening of knowledge and skills, and the development of personal qualities necessary for the implementation of professional and technical duties throughout the practitioner's working life” (Corrall & Brewerton, 1999, p. 266).

Federal: “of or constituting a form of government in which power is distributed between a central authority and a number of constituent territorial units” (Webster, 2015).

Satisfaction: a good feeling of happiness and contentment (Ivanovic & Collin, 2009).

Motivation: A driving force or forces responsible for the initiation, persistence, direction, and vigor of goal-directed behavior. It includes the biological drives such as hunger, thirst, sex, and self-preservation, and also social forms of motivation such as need for achievement and need for affiliation (Colman, 2015).

Chapter 2: Literature Review

2.1 Introduction

This chapter discusses the variety of studies that generally explore academic librarians' professional development with consideration for librarians' motivation. The chapter highlights the theoretical background, librarians' motivation toward PD and will present PD approaches. It also presents the historical background of the academic libraries in the region UAE. Moreover, this chapter reveals the great demands and requirements of new skills and knowledge from academic librarians due to the dynamic nature of the profession. Additionally, the chapter explores worldwide attempts in studying academic librarians' continuing professional development status. Finally, the researcher summarizes the most important findings and highlights gaps on this area of research.

2.2 Theoretical framework

2.2.1 United Arab Emirates libraries context

Only few studies have discussed the academic librarians in United Arab Emirates. Kaba (2017) discussed the United Arab Emirates' academic librarians' job satisfaction and investigates the employment in library in UAE and discover the perceptions of academic librarians toward job satisfaction, employment opportunities, challenges, and insights for improvement in employment for librarians in the UAE. Data were collected via online survey questionnaires from 62 academic librarians from both public and private universities and colleges. Data were analyzed via IBM SPSS Version 20. The study discovered that there was high satisfaction in terms of salary, benefits, job status, responsibilities and appreciations from managers. Nevertheless,

there were unsatisfied librarians because of promotion policies and employment opportunities. Librarians believed that employment opportunities could be improved via IT programs, promotion policies, professional development, and marketing.

Arabian Gulf Region's history in libraries are not well recorded; yet there are good efforts in studying the region's libraries. Ashoor and Chaudhury (1999) provided a comprehensive book that discussed Arabian Gulf Libraries in depth entitled, "The Education of Libraries and Information Professionals in the Arabian Gulf Region". They discussed libraries from different aspects in this region highlighting librarianship, development of library education and professional library education, training, preparing manpower, continuing education and research and publications.

Ashoor and Chaudhury (1999) argued that the library traditions in the Arabian region are very old, yet the modern library establishment started 40 years ago. Before 1950s, there were few libraries in the Gulf region. Due to educational movement in the Arabic Gulf region, libraries were established with the educational institutions especially universities. Later, libraries were created in colleges and schools, and then public and private-sectors libraries were developed.

Arabic libraries have suffered from many problems such as standardization, Arabization, lack of coordination, and cooperation. Back in 1980s, libraries in the United Arab Emirates were in their "beginner" stages. United Arab Emirates University library was a leading library in the region. It provided modern services and automated systems. In addition, there were major emerging institutions such as the Higher Colleges of Technology that provided learning resource centers in eight colleges around the country. Ministry of Information and Culture libraries and Dubai Public Library were also active libraries in the country.

Ashoor and Chaudhury (1999) highlighted the development of library sciences education in the UAE. The status of library sciences education around the year 1999 was in its very early stage. There was no library sciences education program in the country. Librarians were encouraged to participate in professional development programs and getting training in neighboring countries for example Saudi Arabia and Kuwait. With regards to professional development, there were some attempts from UNESCO and UNDP providing training for information professionals and librarians. There were some programs conducted by Ministry of Education and Ministry of Information and Culture.

2.2.2 Professional development approaches for librarians

The term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. (Great Schools Partnership, 2014).

There are many approaches for professional development for librarians. There are formal and informal ways for professional development. Formal ways for PD include attending professional library association meetings, conferences, working on professional association committees, preparing a presentation for a professional meeting, writing a paper for publication, and teaching and/or taking courses.

Informal ways for PD include visiting exhibits, reading, self-teaching, discussion forums, and many other ways (Genoni, & Walton, 2006). The majority of librarians believe that the most common ways for keeping up to date with needed librarianship skills is registering in formal courses, attending conferences, and using

online tools. Moreover, librarians aspire that professional organizations would know more about Library Information sciences by reading literature reviews, networking, taking online courses, and attending conferences (Corcoran & McGuinness, 2014).

Elizabeth Stone was a “major force” in continuing professional education for librarians since the 1960s. She believed in a continuum education as a comprehensive process not as separate segments (Genoni, & Walton, 2006). This process includes that following:

- | | |
|---------------------------|-----------------------------------|
| 1. Courses | 11. Camping |
| 2. Institutes | 12. Work experience |
| 3. Conferences | 13. Teacher exchanges |
| 4. Workshops | 14. Research |
| 5. Staff meetings | 15. Professional writing |
| 6. Committee work | 16. Professional association work |
| 7. Professional reading | 17. Cultural experiences |
| 8. Individual conferences | 18. Visits and demonstrations |
| 9. Field trips | 19. Community organization work |
| 10. Travel | |

2.2.3 Motivation

Motivation is the force acting on an organism to direct behavior. This means that the intensity of behavior is the result of the level of motivation (Petri, 1981). Motivation could also be defined as the process and the effects whose common core is the realization that an organism selects a particular behavior because of expected consequences and then implements it with some measure of energy along a particular path (Heckhausen, 1991).

Motivation is an internal power that directs human behavior. This internal force could be affected by internal or external factors, which leads to a theory of motivation that explains the internal motives and the external events. Motives are the internal needs, experiences, emotions and cognition, which encourage an individual's approach and avoidance tendencies. The external events include environmental, cultural, and social offerings that attract or resist the individual to engage or not to engage in a particular action (Reeve, 2009).

According to self-determination theory, behavior that results from extrinsic factors can be internalized or integrated. They believe that humans have innate needs for autonomy, competence, and relatedness. These needs are essential to be satisfied in order to fulfill human growth (Petri & Govern, 2004). It is very important to nurture and promote these needs because they lead to significant benefits for the individual including persistence, creativity, conceptual understanding and subjective well-being. The extrinsic motivation come from environmental incentives such as food, money, praise, attention and so on (Reeve, 2009).

According to Reeve (2009), motivation theories can be categorized to grand theories and mini-theories. Grand theories on motivation are the theories that seek to explain the full range of motivation actions such as why we read, eat, work, play, or fall in love and many other actions. Based on the historical roots of motivation studies back to 1960s, there are three main grand theories of motivation: Will, Instinct, and Drive. While mini-theories of motivation explain some but not the full range of motivational actions. Examples of these theories include the achievement motivation theory by Atkinson 1964, attribution theory of achievement motivation by Weiner 1972, cognitive dissonance theory by Festinger 1957, effectance motivation by Harter

1978 and White 1959, expectancy value theory by Vroom 1964, flow theory by Csikszentmihalyi 1975, and many other theories.

According to Reeve (2009), there are twenty-four theories in the study of motivation and emotion. He presented a framework to understand the study of motivation that combines all studies together. The framework identified in a figure that starts with the antecedent conditions, and subject matters of motivation studies such as needs, cognitions and emotions, and finally changes in motivation such as behavior, engagement, brain activation, physiology and self-report. Motivation has been studied from different aspects and perspectives. Some theories of motivation such as the Expectancy-value theory relies on the idea that motivated behavior is a result of a combination of the individual's needs with value of goals in the environment. In addition, motivated behavior can depend on the individual's expectancy of achieving the goal (Petri & Govern, 2004). In other words, according to the expectancy theory, people perform better in accordance with the value they place on the outcome and their expectations of benefit or gain (Kurian, 2013).

Bandura's social learning theory supported the expectancy-value approaches in understudying motivation. He created what is called "reciprocal determinism" that explains the relationship between three main entities: behavior, the person, the environment. As a result, there is a relationship between our behavior, our expectations and the environment. In addition, Bandura (1977) believed that expectations are important for three major types of reinforcement: direct reinforcement, vicarious reinforcement and self-reinforcement. Direct and vicarious reinforcement stress the role of the external environment in strengthening behavior, while the self-reinforcement emphasizes the autonomy of the person (Petri & Govern, 2004).

Moreover, motivation has been studied through a human need aspect on Maslow's hierarchy of needs theory that presented a model of human motivation developed by psychologist Abraham Maslow (1908–70). It provides a hierarchy of human needs in five levels: physiological needs (food and sleep; safety needs; love needs); esteem needs (competence and recognition); and meta needs (needs for beauty, knowledge, self-actualization). In principle, individuals will be highly motivated if the lower level needs have been satisfied first then the higher level needs are satisfied (A Dictionary of Business and Management, 2009).

Frederick Herzberg (1923–2000) combined motivation and satisfaction. He explained that there are some motivators that lead to positive job satisfaction, which are responsibility, autonomy, and intrinsic rewards. In contrast, there are some factors that lead to job dissatisfaction which are quality of supervision, job security, remuneration, and physical working conditions (A Dictionary of Business and Management, 2009).

2.2.4 Adult learning and professional development

There are many theories that attempted to understand the human learning process. One of these theories is the adult learning theory that support professional development. Adult learning theory, developed by Knowles (1980), is one of the most widely used theories to explain professional development. It is one of the theories that investigates adults' habits in professional development and learning. It highlights the principles of adults, as they need to be directed by themselves, and exhibit readiness to learn especially when they are aware of the need for learning. Moreover, adult learners usually prefer to implement the new skills or knowledge they learned. These principles in adult learning explain how they would like to learn and apply new skills.

Adult learners prefer autonomy in learning and their inner motivation is very necessary for them to improve and learn more (Figure 1).

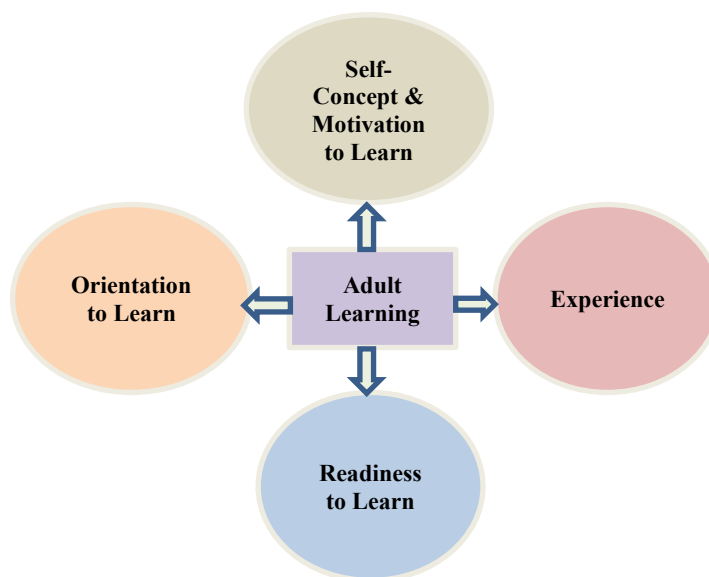


Figure 1: Learning characteristics for adults
Source: Miroballi (2010).

Knowles (1980) provides five main characteristics for adults as learners. First, “Self-Concept” as adults tend to transform from being dependent toward being self-directed learners. Second, “Experience” as adults tend to record and save experience that later became learning resource. Third, “Readiness to Learn” as adults show readiness to learn and are more oriented to develop their social roles. Fourth, “Orientation to Learning” as adults transform from “postponed application to immediacy for application”. Moreover, they move from “subject centeredness” toward “problem centeredness”. Fifth, “Motivation to Learn” as adults have internal motivation to learn (Knowles, 1980).

In addition, Knowles (1980) explained some key principles of adult learning theory:

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for learning activities.

3. Adults are most interested in learning the subjects that have immediate relevance to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented (Kearsley, 2010)

All these characteristics and principles should be available in order to have better adult learning environment. There is great connection between librarians' professional development and motivation and adult learning theory. The motivation and adult learning theories can explain how librarians can be motivated to attend PD programs and whether the PDs are suitable to them as adult learners. For example, some librarians are motivated to participate in professional development activities since they are internally motivated and have motivational factors, while other librarians might be externally motivated and need to get bonuses and rewards in their positions. In addition, some librarians get involved in professional development activities to increase their work motivation in general.

Adult learning theory is also helpful to explaining librarians' behavior as adult learners. These learners will need programs that cater to their needs, regard them as autonomous learners, center on their immediate problems, and are practical in nature. Principles in the adult learning theory should assist PD programs designers in building professional programs that enrich librarians' needs and choose better delivery tools. The current study uses these two theories: motivation and adult learning as its interpretation framework of the findings. The following section provides a summary of previous studies on the topic explaining several experiences in librarians' professional development taking into account the aspects of motivation, the adult learning theory, and the PD approaches.

2.3 Previous studies

2.3.1 Professional development for academic librarians

Sennyey, Ross and Mills (2009) found that faculty and students relied upon this expertise to ease the discovery and retrieval of books and articles. Academic librarians' profession was found to be very essential for researchers and students, as they depend on librarians to fulfill their academic needs.

Fisher, Hallam and Partidge (2005) discussed a wide range of required skills. This paper presents research results and analysis conducted in United Kingdom and Australia which found that librarians needed 21st century knowledge and skills. The methods used in the research were extensive review and focus groups. There are two main concepts that describe knowledge and skills that are in demand, "Fields of discipline knowledge" such as ethics and legal responsibility, management, career planning skills, records management and archives, research in LI, etc. The other concept is "Generic capabilities" such as information literacy, lifelong learning, teamwork, communication, critical thinking, and self-management.

Choi and Rasmussen (2009) focused on the new library transformation to digital libraries which require new skills. The main purpose of the study was to examine qualifications and skills required for professional positions, using similar methods of job advertisements content analysis. A total number of 363 job advertisements were analyzed.

The method of content analysis of job announcements is an established method to observe trends in the library profession. Job announcements reveal current trends in desired qualifications and skills that employers look for in new personnel (Choi &

Rasmussen, 2009). Moreover, the main skills according to Choi and Rasmussen (2009) study were computer-related skills and behavioral characteristics. They showed how the demand of these skills increased over time. They also reviewed previous studies and listed some important skills and qualifications for librarians such as interpersonal skills, independence, supervisory and management skills, library instruction skills and teamwork. They concluded the study by observing that the librarian job requirements are changing and requiring new types of knowledge and skills.

Librarianship is one of the professions that require a diversity of skills. Gerolimos et al. (2015) discusses the most current librarians' skills. The main purpose of this study was creating a profile for modern American librarians by using the content analysis method of job advertisements, through focusing on specific aspects. These aspects identified the most important skills and qualifications of academic librarians as listed in job advertisements to enable these professionals undertake the duties and responsibilities expected of future librarians.

Moreover, the study focused on the relationship between job offers and income. The author used two methods, content analysis and descriptive and multivariate statistics. The study found that working in US academic libraries needs LIS degree, offered by an ALA-accredited institution; a wide range of skills especially communication skills are essential; and finally an academic librarian in the USA gets an annual salary ranging between \$40,000 and \$60,000. Gerolimos and his team emphasized that communication skills are one of the important skills need by academic librarians.

Due to the dynamic academic life, librarians started to have new roles. This can be noticed in the article by Feng and Zhao (2015). The study is about patent

information service transformation from traditional service to more in depth engagement between academic librarians and researchers. The study had three questions: What are the unique patent information demands in different research stages? What are the behaviors of NJTech researchers in the process of searching for and utilizing patent documents? How do the librarians cooperate with the researchers in the research process to promote the use of patent documents?

To figure out the answers, the researchers used citation analysis and questionnaires. As a result, they found that librarians could provide better assistance when they are working in collaboration with researchers, tracking up to date patents, and analyzing new technology trends. Pursuant to this “embedded service”, the role of academic librarians at NJTech has been changed to “patent specialist”. This service demanded more in-depth collaboration between librarians and researchers.

Many studies emphasize the significance of acquiring a master degree in library science (MLS). According to American Library Association (2012), a master's degree in library science (MLS), preferably from an American Library Association (ALA), is necessary to obtain a position as an academic librarian. In addition, ALA emphasizes, “continuous learning is critical to renewing the expertise and skills needed to assist patrons in this information age. Library workers must continually expand their knowledge in order to keep up with the rate of change” (American Library Association, 2016). Academic librarianship is a highly challenging career which requires professional librarians who are able to handle library’s multiple tasks. An American Library Association (ALA)-accredited master's degree was required in 79.3% of the advertisements (Choi & Rasmussen, 2009).

Many studies were conducted in several countries to highlight the current status of librarians' profession. Maesaroh and Genoni (2009) discussed the present state as opposed to the desired state of academic library staff, and educational and professional development in Indonesia. The researchers focused on the ways of improvement and how to raise the quality of Indonesian academic library staff to be able to assist higher education demands. They used a survey instrument that was based on the NEXUS survey distributed to Australian library and information studies (LIS) professionals in 2006. They found that the educational achievement levels of Indonesian academic librarians is lower than that of Australians. Almost half of Indonesian academic librarians are carriers of a diploma, while Australian librarians' basic qualification is a Bachelor degree in LIS.

Moreover, continuous professional development in Indonesia was found to be in a "quite healthy status" which is equivalent to Australia, yet there are some lacking elements which are conference attendance and professional reading. There is lower level of satisfaction with the current standard of "education, training and experience" and the less favorable perception of the quality of the training that is provided. Indonesian academic librarians may well have "what it takes" in terms of their intrinsic abilities, but they are prevented from reaching their optimal performance by shortcomings in the quality of education and CPD (Maesaroh & Genoni, 2009).

Corcoran and McGuinness (2014) conducted a similar study in Ireland and the main purpose was to explore the attitudes of Irish academic librarians toward professional development and to find out the effective models of PD. Moreover, the study aimed at discovering the barriers that delay lifelong learning in the academic library world.

This study was qualitative in nature. The researcher used interviews as an instrument while other researchers used questionnaires. The researcher interviewed 25 academic librarians from four universities in the greater Dublin region. The researcher concluded that Irish academic librarians are engaged in different PD types; most of the PD engagement come via individual efforts. Furthermore, the researcher discussed the barriers toward lifelong learning which are time, financial restraints and lack of encouragement from employers.

In Kuwait, Alawadhi (2015) conducted a study that is close to Maesaroh and Genoni (2009) in context, purposes and methodology. Also, there are some similarities to Corcoran and McGuinness (2014).

Alawadhi (2015) attempted to reveal the current state of continuous professional development activities for information professionals in academic libraries and the librarians' perceptions of the value of different continuing professional development activities. The study utilized an applied quantitative method by using a questionnaire with the participation of over 63 librarians from five academic libraries in Kuwait. She found that information professionals believe that they possess personal and professional skills that enable them to serve library users. In addition, the researcher emphasized the importance of continuous professional development activities and programs for improving the performance of a professional workforce and maintaining professional competence.

Continuous professional development of librarians studies have been conducted via different methodologies. Studies that aim to explore the academic librarians' professional demands used multiple methodologies such as extensive review and focus groups. Content analysis method was used by Choi and Rasmussen

(2009) which is similar to that of Gerolimos et al. (2015) where the study used content analysis method. While Feng and Zhao (2015) used slightly different research instruments which are citation analysis and questionnaires.

On the other hand, studies that have been conducted to find out the current status of professional development for academic librarians used different methodologies. Maesaroh and Genoni (2009) used a pre-established survey “NEXUS survey” that has been applied in Australia. Similar to that, Alawadhi (2015) used a questionnaire applied on 63 librarians from Kuwait. Both studies used quantitative methodologies. However, Corcoran and McGuinness (2014) used qualitative research method by conducting interviews for 26 academic librarians.

2.3.2 Librarians PD experiences in different countries

O'Neila and Pegrumb (2018) focused on the librarians' professional development in the digital technologies in *Keeping up the momentum: A Longitudinal Evaluation of Professional Development in Digital Technologies for Academic Librarians at an Australian University*. The study concentrated on the implementation of professional development seminars in Victoria University and on identifying the benefits of professional development in consideration to the challenges, issues and benefits.

The researcher emphasized the importance of librarians' professional development in digital literacy skills in order to be able to support students learning via library instruction program. Qualitative approach with the Kirkpatrick's model framework has been implemented in the study to assess human resources development outcome from 2011 to 2016. The survey was created using Likert-scale items and open

questions in order to generate descriptive statistics for a follow-up focus group of 14 participant from specialist academic librarians. The findings focused on participants' reaction, learning, behavior and results. The participants' reaction toward PD was assessed to improve PD programs in terms of content and delivery. In addition, the participants showed skills enhancement according to seminar outcomes especially in technological knowledge and pedagogical knowledge. Moreover, participants stated that they usually apply what they learn in the workplace.

Moonasar and Underwood (2018) used explorative qualitative research method to investigate CPD via implementing different instruments such as questionnaire for 25 academic librarians and interviews for five librarians. The study discussed some challenges presented by CPD programs and initiatives such as financial support and sustainability. In addition, the study explored the lack of CPD promotion, librarians' intention to improve themselves and work pressure due to time limitation. The study found that most of the librarians believe in the importance and impact of CPD in their work and life, yet not all of them kept up-to-date with CPD activities in their field. In addition, they believed that the Library and Information Association of South Africa (LIASA) must work encourage and promote CPD activities which will lead to improvement in the quality of librarianship and service delivery within the LIS world.

Attebury (2016) ascertained that the experiences of academic librarians in professional development are significant and/or transformational to librarians. The researcher used hermeneutic phenomenological approach on ten participants who shared their experience in most significant and transformational professional development programs that affected their career. These experiences interpreted in different themes, duration and interaction, reflection, discomfort, self-awareness,

impact on practice, and sharing. In addition, different issues were also acknowledged such as motivation, library administration, gaps in library school preparation, negative professional development, and barriers to participation.

Malik (2016) discussed librarians' professional development using the adult learning theory. The main goal of the study is to realize whether participating librarians who were familiar to working with undergraduate students believed they would be better prepared to support graduate students after learning more about adult learning theories and models. This study discusses librarians' experience in implementing adult learning theory in their interaction with graduate students after they participated in professional development programs in adult learning theory. They discovered that they already apply some teaching and learning strategies that were grounded in adult learning theories. In addition, the study revealed that applying this theory increased participants' awareness about students' development allowing them to tailor their interactions successfully, such as one-on-one reference work and group classes. Further, the study emphasized the importance of training and non-formal professional development such as self-directed learning activities to develop librarians' skills in order to deal with students as adult learners and be able to handle learning barriers.

2.3.3 Librarians' motivation and PD studies

Motivation is one of the necessary factors in librarians' professional development. Chan and Auster (2005) discussed the expectancy theory that combines employees' behaviors, choices and rewards. Expectancy theory provides the reasons behind motivation to participate in training and PD activities. Expectancy theory (Atkinson, 1964) states that the main goal is to predict a person's behavior whether

he/she would approach or avoid an achievement task (Stipek, 2002). Premises of the theory are:

1. Keep up to date and be competent by participation in professional progression activities.
2. Anticipate that participation in PD activities will result in receiving promotions, praise or making accomplishments.
3. Value the outcomes related to work.

Motivation is expected to be greatest when high levels of effort are perceived to be associated with high levels of performance, which in turn lead to valued outcomes, such as higher pay (Chan & Auster, 2005). Motivation is connected with performance and expectations that affect librarians' participation in professional development. Al-Aufi and Al-Kalbani (2014) investigated the level and status of motivation from the perspectives of the academic librarians at Muscat, Oman. The theory of Maslow's hierarchy of needs was used as a parameter to understanding the needs and motivations of academic librarians. The researcher used a questionnaire based on five factors of Maslow's hierarchy of needs and the questionnaire was distributed to 29 academic libraries in Oman to cover 129 librarians, of which 88% participants responded. The study revealed that the level of motivation among Omani academic librarians was modest. Their basic needs were fulfilled except for the element of job security which scored at a level below satisfaction. High-level needs such as self-esteem were not sufficiently satisfied either. The researcher suggested that managers need to understand the impact of motivation on librarians' performance and attitudes, and the necessity to adopt motivational strategies.

Corcoran and McGuinness (2014) focused on Irish academic librarians' attitudes and perspectives toward continuing professional development. The aim of the paper was to show how academic librarians in Dublin keep themselves up to date with professional development for their librarianship, and the other aim was to find out the impact of contribution to professional bodies by academic librarians. The paper also illustrated professional development activities, benefits, methods, strategies, and the barriers toward lifelong learning. The study concluded that recognition was one of the motivating factors for most librarians especially who published and participated in conferences. Others said that keeping up-to-date is for helping the community. Other librarians see professional development from a personal point of view, as a personal success, achievement and personal satisfaction. Scholarly activity was motivating for some librarians to have more respect, to build better relationships with non-LIS academics and to better understand different majors. Moreover, some librarians believed that keeping their skills up to date is necessary to perform better and to be able to carry out job duties in the future. They also believed that professional development improves their professional skills and abilities since their profession aims mainly at assisting and guiding others. The majority of the librarians had positive responses regarding their employer supportive role in CPD. Most of them receive financial support to complete their CPD programs.

Sankey and Machin (2014) focused on proactive motivation process for employee using the self-determination theory perspective. The study included 439 academic and general employees from Australian Regional University. The researchers used multi-group SEM analysis and found that employees who were autonomously motivated for non-mandatory PD aimed to gain intrinsic benefits that works as significant aspiration and increase employee's implementation intentions,

while the extrinsic benefits were secondary outcomes. The researchers suggest that supervisors should proactively encourage employees to raise their personal interests and to opt for choices of non-mandatory PD programs. This study emphasized the importance of employee's personal interests and needs for PD programs.

Although professional development is necessary in keeping librarians up to date and motivated to work better, it is not the only reason to make librarians motivated. Many factors of motivation increase the level of motivation of librarians and increase their job satisfaction. Al-Aufi and Al-Kalbani (2014) applied Maslow's hierarchy of needs and studied Omani academic librarians' physiological, security needs, social, self-esteem and self-actualization needs. The physiological or fundamental needs in a work environment were clean air, spacious work areas, equipment, and convenient food facilities. The security needs were translated into work environment, job security, wages, financial incentives, health insurance, risks insurance, and housing assistance, while social needs were presented in social activities, friendship, collaboration, teamwork, affection, trust, belonging. Moreover, self-esteem needs in work environment for librarians were recognition, rewards, appreciation, prestige, and autonomy. Finally, the upper level of needs was self-actualization that can be manifested in employees' accepting themselves, realizing their potentials, and believing in their meaningful work. Al-Aufi and Al-Kalbani, (2014) suggested that it is very significant for human resources and library management to take these needs in consideration especially for planning and designing PD programs for librarians.

2.3.4 Summary

Librarianship profession is a very challenging career, with multiple duties and responsibilities that demands a wide range of skills and knowledge. It requires high standard of performance and continuous professional development. After going through the literature review, the researcher came up with ideas for the current study framework. The study will adopt the theory of adult learning. Moreover, the researcher discovered a gap in academic librarians' PD studies in the United Arab Emirates. This area is under-researched and there is a lack of studies that discuss academic librarians PD from different aspects including motivation and satisfaction, and PD application in the UAE.

Chapter 3: Methodology

3.1 Introduction

This thesis is investigating the status of professional development for academic librarians in the United Arab Emirates. The first objective of the thesis is to study the current PD in terms of activities, organization and effectiveness of the programs for the academic librarians in Federal Higher Education Institutions in the United Arab Emirates, from the librarians' perspectives. The second objective is to explore the extent to which academic librarians are motivated toward PD in the United Arab Emirates Federal Higher Education Institutions. The questions of the study are:

- 1) What is the status of professional development for academic librarians in terms of activities, organization and effectiveness of the programs in the three UAE federal higher education institutions?
- 2) To what extent academic librarians are motivated toward professional development in the UAE federal higher education institutions?

This chapter describes the methodology including research design, participants, instrumentation, trustworthiness of the interview tool, data collection procedures, data analysis, ethical considerations, and limitations of the study.

3.2 Research design

This study adopted a qualitative research design. Based on the literature review and the purposes of the study, the researcher decided to use the qualitative research design to have a comprehensive understanding of different issues related to professional development of the academic librarians in the federal institutions in the

UAE. According to Creswell (2009), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Qualitative research design suits the nature of the research problem since the study aims to reveal the academic librarians' motivation and the PD activities provided to them. The study is considered a phenomenological research as the researcher identifies the essence of human experiences about a phenomenon as described by participants (Creswell, 2009).

According to the literature review, this study will draw on motivation theories including adult learning theory by Knowles (1980). The theory describes adults' characteristics as learners and provides principles for adult learning. The principles of the theory guided the research instrument in order to explore academic librarians' motivation toward PD and explore their perceptions of the current activities provided to them.

3.3 Participants

The study focuses on academic librarians at federal academic institutions in the Emirate of Abu Dhabi, UAEU, ZU, and HCT. The study covers different librarians with different specialties such as public service (reference and circulation) librarians, technical services librarians (cataloging and acquisitions), collection development librarians, and other types of librarians. The population of librarians is around 150 of which 13 were selected from different institutions for the interview based on their availability and willingness to participate in the study.

3.4 Instrument

The study used the interview as the data collection tool to explore the topics of PD activities provided to librarians at the three federal institutions, its implementation, their engagement and motivation. The interview protocol includes nine open-ended questions (See Appendix B).

Trustworthiness: In order to insure the interview trustworthiness (its ability to investigate the topic in a reliable way), the researcher created the instrument and then presented it to a group of UAEU professors to evaluate and provide feedback. Moreover, the researcher shared the instrument with other researchers to provide feedback on its components and themes. Feedback was considered and integrated into the tool with the result of having a slightly modified tool to what the study researcher originally created.

3.5 Data collection and analysis

Data collection: The data collection process started in October 2018 until January 2019. The researcher conducted the interview in two ways; face to face and by phone. The face to face interviews were with the librarians who were in Al Ain city (at UAE University), while librarians who were in Abu Dhabi city have been interviewed by phone. Librarians who were from Al Ain received consent letters by hand before conducting the interview, while participants from Abu Dhabi received consent letters through the email. The librarians were encouraged to speak freely about their experiences on PD.

Data analysis: All the conducted interviews were audio recorded with an iPhone application called *Voice Memos*. All the voice notes were transcribed into text

manually using Windows Word 2016. The collected data were analyzed according to interview thematic analysis approach (Braun & Clarke, 2006). The researcher did the “Familiarization” read and re-read all the transcripts. Then, the researcher created side “coding”, and searched for themes through transcripts. Then, the researcher defined the themes and started writing about each them.

3.6 Procedures

The following procedures were followed in fulfillment of the study data collection and analysis:

- 1) Drafting the interview questions after intensive study of previous literature (See appendix B)
- 2) Writing the Informed Consent Form (See appendix A)
- 3) Getting ethical approval on the study from UAE University Social Studies Ethics Committee (See appendix C).
- 4) Insuring trustworthiness of the interview questions
- 5) Collecting data about the population of and sample of the study
- 6) Communicating with the three federal institutions
- 7) Preparing a list of participants
- 8) Conducting the interviews
- 9) Transcribing the interviews
- 10) Organizing the data for subsequent analysis

- 11) Analyzing data by coding and creating the themes
- 12) Writing the findings

3.7 Ethical considerations

Appendix A contains the consent form used in this study. The form presented the purpose of the study to the participants. It included their rights and duties. The forms clearly stated that their participation in the study is completely voluntary and that they can withdraw from the study even after granting permission. The consent also stated that the data the participants provide are confidential and will be used for the purpose of this research study only. The researcher provided her contact information in case study participants needed information about the study. The participants signed off the consent in presence of the researcher or send their signed forms by the email.

3.8 Limitations of the study

This study is limited by a variety of factors. First, the topic focused only on professional development of academic librarians and the activities provided to them and their satisfaction and motivation. Other topics in literature such as PD about pairing with researchers and students were not part of this study. Second, the study is limited by the numbers of sites it investigated. It focused on three federal institutions and therefore the results cannot be interpreted to provide the status of academic libraries in other universities in the country. Third, the study is limited by its methodology. While using a qualitative research methodology provides rich and think description of the phenomenon, it does not cover a large number of participants and therefore generalizations of the results of this study is not possible.

Chapter 4: Results

4.1 Introduction

This thesis is investigating the status of professional development for academic librarians in terms of activities, organization and effectiveness of the programs in Federal Higher Education Institutions in the United Arab Emirates from the point of view of the librarians. The study also explores how motivated academic librarians are toward professional development programs provided to them. This chapter presents the study results gathered from 13 academic librarians from UAEU, HCT and ZU. Eleven themes emerged from data analysis. They are:

1. Common PD activities and providers
2. PD needs mostly identified via questionnaires
3. Librarians prefer PDs that are relevant to work
4. Interactive methods are better for librarians
5. Librarians want to keep up-to-date
6. PDs change work routines
7. Social network is important for librarians
8. Sharing experience is considered
9. Librarians feel high motivation to attend PD programs
10. Librarians post-training satisfaction
11. Leadership support a source of dissatisfaction

In order to make sense of the themes identified in the interviews with the 13 librarians from the three federal institutions, these eleven themes were rearranged under two main categories to assist in answering the two research questions. In other

words, for the first questions which investigates the nature of PD programs and activities provided to librarians, four sub-categories were used:

- A. How are PD needs identified? What are the common needs? Who are the providers?
- B. What do librarians prefer in the PDs?
- C. Why librarians take PDs?
- D. What happens after attending PDs?

In order to answer research question two which is about the extent of librarians' motivation, one category was identified as follows:

- E. Motivation and satisfaction of librarians

Table 1 summarizes the rearrangement.

Table 1: Themes and research questions

Research Question Focus	Categories	Themes
1: Status of PD	A. How are PD needs identified? What are the common needs? Who are the providers?	1 and 2
	B. What do librarians prefer in the PDs?	3 and 4
	C. Why librarians take PDs?	5 and 6
	D. What happens after attending PDs?	7 and 8
2: Motivation & satisfaction	E. Motivation and satisfaction of librarians	9, 10, and 11

4.2 Findings of questions 1: The status of librarians PD programs

A. How are PD needs identified? What are the common needs? Who are the providers?

Theme One: Common PD Activities and Providers

According to participants, there are different organizers for librarians' professional development. The main organizers in the UAEU are the UAEU library, human resources department, library administration, and the Continuous Learning Center. At HCT, the librarians are required to complete a program of 40 PD hours are per year. HCT librarians have a talent management team besides a human recourses program and personal development activities. Zayed University librarians also receive professional development programs from human resources department and the library PD team, beside personal development programs.

Participants in the study mentioned examples of professional development activities that are currently available to them such as workshops, pre-conferences workshops, conferences, online courses, and membership in professional library associations, professional reading, peer experience, exhibitions, teaching, using data analysis and research. Participant UAEU 5 showed interest in different PD activities, reading improves me, conferences increases my experience, and online training is very sufficient. In addition, participant ZU1 elaborated that the available PD activities are: one day short conferences, conferences and workshops. Participant HCT4 said, "Workshops are chosen by employers according to our job description; another way is what we can choose from online training like Lynda.com". Furthermore, UAEU4 commented, "We have different ways of self-improvement such as HR training, technology training, personnel development, reading, and colleagues experience". In

general, the most common activities in the three institutions are workshops and conferences.

Theme Two: PD needs mostly identified via questionnaires

Most of the librarians in the study confirmed that they were asked to identify their needs by Human Resources Department and PD teams via questionnaires. According to UAEU5, “Our administration asked us to determine our training needs; employees know better than their superiors and managers about their professional needs”. Furthermore, HCT4 said, “We do have questionnaires distributed by our talent management team to determine in which area we would like to develop more”. Alternatively, some librarians discussed the gap in the process of identifying the needs for PDs.

B. What do librarians prefer in the PDs?

Theme Three: Librarians prefer PDs that are relevant to work

Data reveal that study participants were more satisfied with the professional development that are organized and provided by the library administration or PD teams rather than professional development provided by the Human Resources Department. Participant UAEU2 said, “workshops provided by HR are not relevant to library work; most of these workshops are relevant to personal improvement, and institutional excellence. HR doesn't provide specific library workshops but the library provided some classification workshop we attended. It was great”. Furthermore, as participant HCT2 said, “PD activities which are proposed by librarians for librarians are useful; those which are imposed on us by HR or any other departments are not”. The same idea was voiced by participant UAEU1.

Most of the participants stressed that effective professional development programs are those that are related to their work. The more a workshop is related, the more they feel it is effective. Some participants said that some titles of professional development programs look attractive but they are not always related to librarians' work. Participant UAEU1 said, "PD provided through HR and continuing education center has nothing to do with library". In addition, participant UAEU2 said, "PD activities would be more affective if they are relevant to the work". On the other hand, most of the participants were extremely satisfied with the programs that were organized by the library. This is because they see these programs organized based on their needs.

Nevertheless, the library specialized programs are not sufficient. Participant UAEU2 argued, "specific library workshops are not available." In addition, some participants mentioned that the programs in their current institutions are far less than those provided in their previous workplace. This is especially true for librarians who came from US and Canada. As participant ZU1 said, "I come from Canada where there are many PD opportunities for us."

Theme Four: Interactive methods are better for librarians

The majority of participants in the study had preference for PD (N=11) because of its interactive nature. HCT3 stated, "Conferences and workshops are more convenient because we communicate and learn from people". In addition, UAEU4 said, "I prefer positive ways that support institutions' goals, training constantly with updated technology, workshops conference and exhibitions". Participant HCT3 elaborated, "I prefer when I can give my input, when I can make decision to solve a problem or fill a gap rather than being posted with one. I prefer attending conferences

or doing online training”. On the other hand, two participants (N=2) had no preference for specific PD activities. UAEU2 commented, “I do not prefer a specific way of improving myself; every day new things happen with workshops and online training”. It could be concluded that for the majority of participants, using interactive methods in workshops and online training make PD more attractive and beneficial to academic librarians.

C. Why librarians take PDs?

Theme Five: Librarians want to keep up-to-date

Many participants showed their interest in staying up-to-date. Participant ZU1 said, “In the library, if you stand still you are going to be left behind. I tend to be active to see what is available”. In addition, participant HCT4 said, “I have this one thought which also keeps motivating me all the time, I do not want to get behind. If you do not develop yourself professionally, you’re easily left behind and you cannot keep up with what is new in the field”. Moreover, participant UAEU1 said, “I’m updated regularly. I receive ALA publications. I’m a member of particular branches, management and business”. This indicates that many librarians are working to learn new things and keep themselves up-to-date.

Theme Six: PDs change work routine

Most of the participants in the study emphasized the benefits of professional development in their career and in their personal life. Almost all of them stressed the need for learning new skills and being up-to-date in their profession via different professional development activities. Participant UAEU4 indicated his intentions

behind keeping up-to-date, “To offer our clients high quality services, provide them with new and updated information”.

In addition, changing work routine was one of the main benefits for many participants. Most of them felt the need for professional development in order to break the work routine. Participant UAEU1 showed the gap in the training and the shortage of professional development. There is a gap in professional development. There are no new people, no new blood; now in the last few years, professional development decreased. Everybody is bored doing the same routine. UAEU5 reflected, “Increasing training opportunities breaks the work routine, so you will be more motivated”. Furthermore, UAEU2 said, “I feel I am different after attending the workshop; I learn new things and this feels good”.

D. What happens after attending PDs?

Theme Seven: Sharing experience is considered

Many participants in the study shared experience and what they learned after attending PD programs. According to UAEU 2, “We share and exchange information with other departments for increased benefit”. Participants from ZU said that their managers hold a one day conference in August to share PD activities with others. In addition, they have a PD support team. Furthermore, UAEU librarians and HCT librarians have the practice of sharing experiences and practices via SharePoint and shareholders and verbal communication.

Theme Eight: Social network is important for librarians

According to the study participants, one of the main benefits for professional development is the opportunity of being in a professional social network. Participant HCT4 prefers to be involved in, “Workshops that are not only face to face but which help establish a network with technicians and make new connections”. UAEU2 said, “Meeting new people from different sectors increases work performance”. Participant HCT 2 was more enthusiastic about the active social role in professional development activities stating, “I prefer when I can give my input... I prefer to be in an interactive programs of professional development rather than being a passive recipient. Networking and interacting with people is important”.

4.3 Findings of questions 2: Motivation and satisfaction of librarians

Theme Nine: Librarians feel high motivation to attend PD programs

The study focused on revealing librarian’s motivation through interview questions. Participants in the study showed strong motivation to improve themselves. Most of the librarians showed that their motivation for getting involved in professional development activities is aimed at self-improvement and program development. UAEU2 said, “I have strong motivation to improve my career’s skills”. Furthermore, Participant HCT4 said, “I have this one thought which also keeps motivating me all the time. I do not want to get behind; if you do not develop yourself professionally, you’ll easily be left behind and you cannot keep up with what is new in the field”. In addition, HCT2 showed his high motivation toward professional development, “I am very motivated; if I’m less knowledgeable about something, I want to be able to give my opinion about. We should all be lifelong learners, not mere librarians; I want to be

updated with the latest technology, latest development in the library field to improve my profession. Good workers should make sure to have good skills, should always be willing to improve". Participants UAEU4 adds, "I want to keep myself updated without waiting for programs to be offered".

Many librarians showed their different internal motivation factors to keep themselves up-to-date in their profession and accelerate their careers by getting involved in professional development activities. In addition, to improve their practices and reach their targets, participants such as UAEU3, for instance, states, "we attend PD to increase our performance and reach our goals". Participant UAEU4 said, "All programs that are related to librarians are focused on improving our personal interaction and increase awareness". On the other hand, some of the participants attended professional development activities because of external motivation factors such as performance evaluation. Participants in the study confirmed the increase of motivation after attending PD programs. Participant UAEU4 said, "You will feel the urge of motivation after you take the training when you see yourself confident, and able to deliver effective abilities to help clients".

Theme Ten: Librarians post-training satisfaction

One of the main professional development benefits that librarians get is the post PD satisfaction and motivation toward work as the study revealed. As participant UAEU2 said, "I feel different after attending the workshop; I learned about management like institutional excellence and quality management, and other new things". In addition, participant UAEU3 said, "These [relevant] training programs please us and we feel positive and happy". Most of the participants believed in the positive effects of professional development. As participant, ZU2 said, "I apply new

and current techniques after every PD opportunity. It keeps me knowledgeable”. In addition, participant HCT4 said, “I feel great satisfaction when I realize that whatever I learned in PD I can apply in the daily activities. I like the freedom of choice and a variety of online workshops”. Post professional development experience of participants was positive and evident for most participants.

Theme Eleven: Leadership support a source of dissatisfaction

Leadership support was one of the main issues that has been raised in the study. Mainly, the participants were not satisfied because of the lack of support by their leaders. The ways of support were providing permissions to attend PD programs and announcing PD activities available for staff. According to UAEU5, “I feel there is no support from my direct manager, other than sending emails about conferences”. In addition, UAEU2, “The library support is limited to granting permissions but not to granting rewards”.

In the study, some librarians talked about how managers ignored librarians’ personal interests in proposing or offering PD programs. According to participant ZU2, “Most of the time I ask the supervisor to permit me to take a training course; I understand that he wants me to take something related to my work”. Only one librarian, UAEU3, was positive about support from the manager, “My boss supports me strongly”.

Chapter 5: Discussion

This thesis investigates the status of professional development for academic librarians in terms of activities, organization and effectiveness of the programs in Federal Higher Education Institutions in the United Arab Emirates from the point of view of the librarians. The study also explores how motivated academic librarians are toward professional development programs provided to them. This study adopted Knowles (1980) Adult Learning Theory for interpreting the results. This theory investigates adults' habits in professional development and learning. It highlights the principles of adults and their characteristics as learners. This chapter presents a discussion of the study results, recommendations to decision makers and insights for future research.

5.1 Discussion of question one findings

5.1.1 How are PD needs identified? What are the common needs? Who are the providers?

Many librarians mentioned that the most common activities are workshops and conferences, which are only a few of the huge range of professional development activities that were mentioned in previous studies section. In Abu Bakar (2005), professional development for librarians include various activities such as professional courses, conferences, workshops, research, networking, seminars, the reading of library and information science (LIS) literature, and the use of communication technologies. It seems that other PD activities were not as common as workshops and conferences. The conclusion can be that the current activities are conventional and can be labeled as traditional PD activities in the age of digital transformation. There is a

huge gap between global training trends and the current PD programs available to academic librarians in the three federal institutions of higher education in the study.

In addition, most of the librarians in the study were interested in face-to-face training and few of them were interested in online courses. This is another facet of the slow transformation into the digital environment in providing PDs for librarians. At the same time, the study shows that many librarians were interested in improving themselves focusing on self-improvement activities beside the provided programs. This is similar to what has been showed by Knowles (1980) who argued, adults tend to transform from being dependent toward being self-directed in their learning. Showing self-learning and self-improvement attitudes is a positive sign and stakeholders and providers of PDs for librarians should built on this to include online training/courses and webinars into the currently “traditional” activities of PDs for academic librarians.

The results of the study demonstrate that mainly two providers organize the PD programs for librarians. The first is the external provider such as the Human Resources Department and the Continuing Learning Centers. The second provider is internal which are the library itself. From the participants’ perspective, we can understand that there is an essential difference in the nature, type and effectiveness of the offered professional development programs between that provided by the internal and external provider.

It is natural that PDs provided by the HR departments would focus on developing a librarian as an employee who possesses general employment skills and abilities. PDs provided by the libraries are more specialized and train librarians on skills that will develop their librarianship efficiency. The findings show that

participants are very much inclined to learn more about their profession and to see and experience more relevance between what they learn and what they actually do. One of the key principles of adult learning is, “adults are most interested in learning subjects that have immediate relevance to their job or personal life” (Smith, 2002). Furthermore, the programs that are provided by the library made them more satisfied than those provided by the HR departments. Therefore, while it is important to provide training on general aspects of being an employee in a higher education institution, this training should not be the focus. PDs related to the specific tasks of librarianship are seen as more needed by the study participants.

5.1.2 What do librarians prefer in the PDs?

The study showed that most of the participants prefer interactive professional development such as workshops and conferences, and a few others prefer online courses. Opting for interactive methods refers to their desire to engage themselves and others in the process where they can give their inputs and receive others' contribution. As adult learners, they would like to have PD activities that are dynamic, not just traditional presentation of information. In fact, the adult learning theory proposes that adult learning is problem-centered rather than content-oriented (Kearsley, 2010). Therefore, providers of PDs for librarians should make sure to offer interactive training sessions.

Furthermore, the majority of the librarians prefer to learn something related to their work. This attitude is certainly supported by the adult learning theory, “adults are most interested in learning subjects that have immediate relevance to their job or personal life” (Knowles, 1980). Accordingly, most of the participants in the study indicated that not all the provided PD programs were related to their work, especially

those programs organized by external vendors. As mentioned above, librarians' interest in face-to-face PD activities such as conferences and workshops are desired because of their inter-personal interaction nature where trainees have the opportunity to get connected to professional networks and to meet new people. This relates also to the adult learning theory "adults show readiness to learn and are more oriented to develop their social roles" (Knowles, 1980). Furthermore, Librarians always have positive expectations for professional development courses that they are interested in. They believe that librarianship specialized professional development will add to their work and will make them up-to-date in their career. This confirms the views of the expectancy theory of motivation which states that people perform better in accordance with the value they place on the outcome and their expectations of benefit or gain (Kurian, 2013). Therefore, it is important for organizers of PD activities for librarians to consider how relevant the training is to their work.

5.1.3 Why librarians take PDs?

Many of the participants showed their ambition to stay up-to-date in their career through participating in PD activities. This highlights the librarian's urge to overcome some of the challenges of the library work. The digital transformation and new technology require huge efforts from librarians to keep with the new development. Librarianship is one of the professions that require diversity of skills (Gerolimos et al., 2015). This made librarians aware of the needs for professional development. Most of the librarians feel very the need for keeping up with their field of work, and realize the importance of performing better and be able to deal with future challenges (Corcoran & McGuinness, 2014). Learning new things and improving skills is highly recommended by the American Library Association (2016), "Continuous learning is

critical to renewing the expertise and skills needed to assist patrons in this information age. Library workers must continually expand their knowledge in order to keep up with the rate of change”.

The findings of the study show that librarians suffer from the stiff and dull work routine. Daily works and traditional duties create work routine for them. This kind of “passive” environment urges the need for professional development active programs that give employees energy and motivation to work. Therefore, librarians are happy taking PD sessions and attending training to break the work routine. However, if these trainings are offered in a traditional way, it does not help librarians feel the change. For example, librarian UAEU1 said, “There is a gap in professional development. There are no new people, no new blood, and now in the last few years, professional development decreased. Everybody is maintaining the same routine”. This shows the repetitive and dull nature of the librarians’ work and their desire for PDs to break the routine.

One of the benefits of attending PDs for librarians is extending the social network among fellow librarians inside and outside the institution. Many librarians were motivated to attend PD activities because they wanted to be part of a familiar, professional social network. This is because social networking with professionals from the same career and same interest make the PD more interesting, more valuable and useful. Previous studies showed that adult learners have social needs that are fulfilled in social activities, friendships, collaboration, teamwork, affection, trust, and belonging (Al-Aufi & Al-Kalbani, 2014). Thus, engaging in social networking enrich librarians and fulfill their social needs. Librarians would like to improve their social role by being in groups of professional people who share knowledge and career traits.

5.1.4 What happens after attending PDs?

The concept of sharing PD experience is available among all the librarians. They share what they learn in various ways including SharePoint, holding presentations for colleagues, Showcase day, and peer discussions. The result of question seven confirms characteristic number three of the adult learner theory that says, “adults tend to record and save experience that later became a learning resource” (Knowles, 1980).

In addition, the study shows that librarians are interested in sharing their experiences with others. This increases their job satisfaction and motivation toward professional development which emphasizes Maslow’s need hierarchy theory, especially esteem needs (competence and recognition); meta needs (needs for beauty, knowledge, self-actualization). (A Dictionary of Business and Management, 2009).

Sharing PD experiences among librarians increases recognition and knowledge and self-actualization. Frederick Herzberg (1923–2000) combined motivation and satisfaction. He explained that there are some motivators that lead to positive job satisfaction, which are responsibility, autonomy, variety, intrinsic rewards. (A Dictionary of Business and Management, 2009). As a result, librarians are more satisfied and motivated after attending training and then sharing what they’ve learned with others.

5.2 Discussion of question 2 findings

5.2.1 Motivation and satisfaction of librarians

The findings of the study indicate that all the librarians had the motivation to improve themselves and most of them have very high motivation. These results

emphasized adult learning theory principle that says, “Adults have internal motivation to learn” (Smith, 2002). In addition, librarians have motivation which can be categorized as intrinsic motivation that comes from internal factors expressed in their desire to improve themselves to get self-satisfaction and keep updated in their professional field.

On the other hand, there was less desire and enthusiasm for external motivation. This might be because attending the PDs by librarians lacks incentives such as rewards or even encouragement from line managers. According to the self-determination theory, “motives are the internal needs, experiences, emotions and cognition which encourage individual’s approach and avoidance tendencies... The external events include environmental, cultural, and social offerings that attract or resist the individual to engage or to not engage in particular action” (Reeve, 2009). In the case of librarians in this study, the internal motivation is stronger than that of the external motivation which is a good sign that librarians believe that they are professionals and that PDs are part of their professional development.

Many librarians who attend professional development activities were satisfied and had positive feedback. HCT4, for example said, “I feel satisfaction when I realize that whatever I learn in the PD, I can apply in my daily job activities. I like this freedom of choice availed by the variety of online workshops”. Librarians seek recognition, rewards, appreciation, prestige, and autonomy (Al-Aufi & Al-Kalbani, 2014). Thus, satisfaction with the PD they attend is considered one of the most important benefits for librarians and which subsequently affect their work performance positively.

At the negative side, most librarians in the study talked about the considerable lack of leadership support. The ways of support they are getting are not sufficient.

Support is limited to receiving administrative approval on their requests to participate in a PD program, preceded by an announcement that there was a program. In another context like Ireland, Corcoran and McGuinness (2014) showed that the majority of librarians had positive responses regarding their employer supportive role and most of them received financial supports to complete their CPD programs. In the context of our study only few of the librarians declared that they had supportive leaders. This is because leaders are not fully aware of ways of supporting and empowering they can offer to their employees. In other words, it can be argued that a culture of supportive leadership in libraries is still largely missing.

Besides the lack of knowledge of what programs to offer, there are other factors like centralized decision making where Human Resources Management sometimes does not work collaboratively with library leaders in organizing the offering of PDs and training programs. Subsequently, a barrier is created against leadership support. In order to have effective librarians' professional development, library leaders and HR managers should work closely with librarians to understand their needs and build or tailor training based on these needs.

5.3 Summary

To sum up, in general the current available professional development activities for academic librarians are workshops, pre-conferences workshops, conferences, online courses, and membership in professional library associations, professional reading, peer experience, exhibitions, teaching, user data analysis and research. These activities may be categorized in two groups, group conducted programs and self-improvement programs. However, not all of these PD opportunities are available to

librarians in the three federal intuitions as mostly workshops and conferences and sometimes online training are the common moods of providing training.

Librarians prefer interactive methods in professional development delivery that is in fact supported by the adult learning theory. Furthermore, many librarians clearly stated that one of the most important factors behind their desire in PD activities is the urge they feel to stay up-to-date. Participants expressed their firm preference to receive PD activities that are related directly to their work, which is also justified by the adult learning theory. Changing work routine and expanding social network are the most essential benefits for librarians in the study. Finally, many librarians do enjoy sharing their acquired experiences after attending professional development programs with their colleagues.

In terms of motivation, librarians showed strong internal motivation that comes from intrinsic motivation factors such as high self-satisfaction and skill improvement, while there are low external motivators that come from extrinsic motivation factors such as rewards. Many librarians expressed their feeling of satisfaction after attending PD programs which increases their positive attitude toward work.

In the context of the current study, the librarians showed less than desirable managerial support that is limited to training request approvals and sending out program notifications. Another conclusion is that there is no comprehensive mechanism to identify their needs for professional development.

5.4 Recommendations

There are active professional development programs in the three higher education libraries systems, yet they need huge efforts to improve and make them

beneficial to librarians. Despite the existence of such programs, they might not be sufficient to meet all of the librarians' professional and personal needs. Needless to say, the shortage of effective PDs might reflect negatively on the librarians' level of proficiency, performance and motivation at work. Thus, the following are some essential PD improvement procedures to be considered by decision makers, HR departments, PD teams, and library managers.

- PD activities should be designed and planned in collaboration with academic librarians.
- More specialized programs in library sciences than general staff development PDs should be offered for librarians
- Library leaders need to be empowered to take decisions on what type of PD is needed by their teams
- More support by leaders in offering both professional and personal programs
- Funding PD must be available on a regular basis and for different forms of PDs
- There should be a comprehensive plan to identify librarians' professional and personal development needs
- Library administration needs to be more empowered by human resources department to organize specialized professional development programs
- Involving librarians in planning professional development programs

5.5 Future research

For future research, the following topics can be explored:

- A future study can look at the status PDs in private higher education institutions in the UAE and how satisfied librarians are in these institutions.
- Another study can explore the impact of PDs on acquiring digital skills and serving students and researchers.
- A study might compare between face-to-face and online training of librarians in the UAE to see which mode of delivery is more suited to the work of librarians.
- Another study can investigate the satisfaction of librarians with general and specialized PDs in the UAE.

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Appendices

Appendix A: Consent form

Consent to Participate in a Research Study-

Please read carefully before signing the Consent Form!

[Academic Librarians' Motivation toward Professional Development in the United Arab Emirates Federal Higher Education Institutions]

You will be asked to provide or deny consent after reading this form.

You have been invited to take part in a study to investigate Academic Librarians' Motivation toward Professional Development. This study will be conducted by Asma Alkatheeri (asma_alkatheeri@uaeu.ac.ae 0507111159) in United Arab Emirates Federal Higher Education Institutions

The study will take place at UAEU, HCT, and ZU] located at Abu Dhabi region. The purpose of the study is to have better understanding about the current status of Professional development activities and delivery method and Academic Librarian's Motivation Toward Professional development. Participation in this study will be via Face to face discussion in library. It takes 5 minutes for set up, around 30-40 minutes' interview questions and discussion.

Your confidentiality and anonymity is maintained; your personal details will not be revealed. Your participation is voluntary and you can withdraw at any stage in the process without any penalization.

1. I confirm that I have read and understood the above information sheet and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw.
3. I understand that my data will be kept confidential and if published, the data will not be identifiable as mine.

I agree to take part in this study:

(Name and signature of participant)	Date
(Name and signature of researcher)	Date

Appendix B: Ethical approval

Social Sciences Research Ethics Committee -Approval-

Proposal number: ERS_2018_5766

Title of Project: Academic Librarians' Motivation Toward Professional Development in the United Arab Emirates Federal Higher Education Institutions

PI: Asma Alkatheeri

Co-PI: _____

The above proposal has been reviewed by:

- one member of the Social Sciences REC
 two members of the *Social Sciences REC*

And the decision is:

- Favourable
 Favourable with Additional Conditions
 Provisional Opinion
 Unfavourable Opinion
 No Opinion (Proportionate Review* only)

Reason:

After evaluating this proposal, we see no major ethical concerns. Therefore, the proposal is approved for one year.

Please ensure that you indicate to research participants that your study has received ethical approval from UAE University by referring to the proposal number.

Name Clara Morgan
 (Chair or designee): _____



Signature _____ Date June 18, 2018

Appendix C: Interview questions

Interview Questions?

1. What are the most common ways to deliver PDs to you and your colleagues? Do you think these delivery methods are suitable to your work?
2. Do you prefer a specific way of PD? Why?
3. Who is responsible for organizing and providing PDs? How do you feel about this?
4. How motivated/-demotivated are you with professional development? Why?
5. How beneficial are the PD activities to you? Do they help you grow professionally? How?
6. Are you or any of your colleagues engaged in identifying the topics, planning or organizing the PDs?
7. Do you share your experience and PD outcomes with your colleagues?
8. How supportive is your supervisor/direct manager to your PD | improvement?
9. Do you have any suggestions to improve the PD provided to you?

أسئلة المقابلة

1. ماهي البرامج تطوير المهنة المقدمة لك ولزملائك في العمل؟ وهل تعتقد أن هذه البرامج تناسب عملك؟
2. هل تفضل طرق معينة لتطوير الذات؟ ولماذا
3. هل يطلب منك حضور برامج التطوير المهنية؟ وكيف تشعر حيال ذلك؟
4. من المسؤول عن تنظيم وتقديم برامج التطوير المهني؟ ماذا تشعر حيال ذلك؟
5. لأي مدى تشعر بدافعية/ أو عدم الدافعية اتجاه التطوير المهني؟ ولماذا؟
6. ماذا يحفزك أو سحفزك للمشاركة في أنشطة تطوير المهنة
7. على الصعيد الشخصي كيف تبقى مهارات مواكبة للعصر؟
8. هل تدعم مؤسستك برامج التطوير الذاتية؟ هل يوجد مكافآت لذلك؟
9. ما مدى فعالية برامج التطوير المهنية؟ هل تنميك مهنيًا؟ كيف؟