

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Overview

This chapter discusses the methodology that was selected for collection and analysis of data required for assessing whether librarians in Zambia need a code of ethics or not. The chapter is divided into the following sections: research design, research instruments, population, sampling method, administration of the research instruments, data analysis and research ethics.

Research, according to the *Longmans English dictionary* (1979) simply means an investigation, which was undertaken in order to discover new facts and knowledge or to get additional information. By researching, one tries to get answers to solve a particular problem. Methodology on the other hand is a body of methods, rules and procedures employed by those carrying out an investigation. It refers to the way information is found or the something is done. It involves all things crucial to a piece of research being carried out effectively, this includes the philosophical approaches, theoretical models, rules for creating hypotheses and operationalising concepts, rules about designing and conducting meaningful experiments and how to collect and analyze data and rules for writing up results. All these make up a methodology. Therefore research methodology is an application of scientific procedures to get answers to a particular problem or puzzle (Akakandelwa, 2000).

3.1 Research design

A research design refers to the planning of any scientific research from the first to the last step (Bless and Achola, 1988). It is the programme designed to guide the researcher in data collection, data analysis and the interpretation of the collected data. In this study, the researcher is interested in finding out whether there is a need for a code of ethics for

librarians in Zambia and why as an old profession no code has yet been established. A code is one of the criteria needed for a body of professions to be regarded as a profession.

The research used a survey method. A survey method is defined as “a means of gathering information that describes the nature of the extent of data ranging from physical counts and frequencies to attitudes and opinions. This information can in turn be used to answer questions that have been raised, assess the needs and set goals to determine whether the specific objectives have been met or not” (Akakandelwa, 2000: 55). This method helps a researcher collect data on a wider range of population within a minimum period of time. The study used both quantitative and qualitative research methods of collecting data through the use of two instruments namely; questionnaires and interviews.

The reason why this survey method was preferred to others was because it allows a researcher to generalise the findings from a smaller group to a larger group. The data collected from a subset (librarians in this case) would represent the opinion of the rest of the librarians in the country.

3.2 Population of the study and the sample size

The population of the study was all librarians in the country. However, the study was able to sample only college and university librarians in three provinces along the line of rail, i.e. Lusaka, Central and Copper belt provinces. During the period of data collection, the research included librarians in special and public libraries in Lusaka. In this study a librarian is a member of staff with minimum qualifications of diploma in Library and Information Studies working in a college, university or special and public library. This was the population that the questionnaires were targeted for. There are a number of professional librarians currently working in various libraries in the country, out of which 120 librarians were sampled for the questionnaires. The study also managed to capture about 15 librarians for the interview schedule; these librarians

comprised of Zambia Library Association executive members past and present, as well as librarians working outside the country and those in special libraries and public libraries.

3.3 Sampling method

The research used a sample research design. According to (Bless and Achola, 1988: 60) sampling means abandoning certainty in favour of probability. In this case, out of the total number of librarians in the country, only 120 librarians were sampled for data collection. The data or statements collected from the sampled size represented the opinions of the rest of the librarians in the country. Sample is actually a sub-set of the whole population with properties that makes it a representative of the whole population; in this case it was the librarians in the country.

The study chose purposive sampling method to random sampling method for data collection due to lack of total number of librarians in the country. This method allows a researcher to pick respondents who are conveniently and readily available to complete the questionnaires. For the purpose of this study, college and university librarians as well as special and public librarians with a diploma as minimum qualifications were purposively sampled for the research.

This method was ideal because gathering data on a sample was less time consuming, less costly. Sampling was a practical method for data collection since the population is large and spread over a large area of the countryside. The only problem is that one has to know the population under study for the sample method to give accurate results.

3.4 Data collection instruments

The research used two different types of methods for data collection and these are: self-administered questionnaires and in-depth interviews. The questionnaires consisted of two types of questions and these were the close-ended and open-ended questions. The close-ended questions provided alternative answers for the respondents to choose from.

The open-ended questions were used to solicit for more additional information from the respondents.

Questionnaires were chosen as a research instrument because a researcher could reach and solicit for information from more respondents than any other method, i.e. the questionnaire ensured a wider coverage of respondents in the shortest possible time. In this case, questionnaires were used to collect data from a large number of librarians in colleges, universities, special and public libraries. Furthermore, questionnaires were easy to distribute and tabulate as there are more close-ended questions that provide multiple choice answers. The greatest advantage of this instrument is that one could save on time, financial costs. Furthermore, questionnaires as major instruments used for data collection, ensured the respondents confidentiality and anonymity.

The second instrument used in this study was the interview schedule, which was necessary too. An interview guide was prepared basically to elicit detailed information from Zambia Library Association executives, past and present members, other library professionals in and outside the country as well as librarians in special libraries and public libraries.

The interview as a data collection instrument though limiting to a certain group of people (Chifwepa, 2006) helps the researcher solicit for more detailed information than could be solicited in the questionnaires; interviews help the researcher to probe and seek further clarifications on some issues that could not be asked or raised in the questionnaires. Furthermore, it helps the researcher have an open discussion with the interviewee. Through interviews, a researcher avoided the problems that were generally associated with questionnaires such as low response rate and sometimes unreliable and incomplete answers or incomplete questionnaires.

The only problem that arose from the interview method was that some interviewees were not so cooperative and did not want to be recorded, they were free to participate or

not to ethical issues. Others required appointments with them, which was time consuming. Furthermore, other targeted key informants for the interviews were not easily available in person and therefore, the interview guide were sent to them by either e-mail or by post. The response from e-mail and posted interview schedules depended solely on their goodwill.

The use of both questionnaires and interviews for data collection was good because each method's weaknesses were compensated for by the strength of the other. Therefore the two complemented each other for the benefit of the research.

The first research instrument used in the study, the questionnaires were subjected to a pilot test before they were distributed to the respondents for data collection. The purpose of the pilot test was to ensure that the instrument was critically examined for mistakes and liability and whether it answered the objectives of the study. Three academic staff in the Department of Library and Information Science and three from the Library Department were used in the pilot test.

3.5 Data collection

Data collection took place during the period mid-August to mid-November, 2009. The collection began with the questionnaires that were delivered and collected later from respondents by the researcher after they were completed. A purposive sampling technique was used in which only college and university librarians with minimum qualifications of a diploma were targeted. While conducting the research, it was discovered that some librarians in special and public libraries have been in the profession for a long time and therefore had a lot of information concerning the profession in Zambia and the lack of the code of ethics. Questionnaires were therefore distributed to librarians in special libraries and also to the one major public library in Lusaka i.e. the Lusaka Public Library. The targeted sample size of 120 was not met due to certain limitations, as a result, 90 out of 120 responded to the questionnaires.

In-depth interviews were modified to solicit written self- reports in response to interview questions, which yielded rich and relevant information. This approach was best applicable to professions working outside the country whose interview schedules were e-mailed to them attached with a message which politely asked them to respond to the interview questions as objectively and passionately as possible. Some executive members of the ZLA also preferred this approach to personal interviews. Librarians in special libraries were included in the interview schedule as well. The written response method is very good as one is able to solicit information using interview questions from more people in the shortest possible time as compared to personal interviews. Although the researcher was not able to ask more probing questions, the respondents willingly and freely gave as much information as they wanted in their own time. Four informants were personally interviewed and recorded; this was later transcribed for easier data analysis.

Information on the number and names of libraries and their localities along the Line of rail was obtained from colleagues in the department of Library and Information Studies, and the Internet. The same method was applied to obtain the names and e-mail addresses of librarians outside the country.

3.6 Data analysis

This research used the Statistical Package for Social Sciences (SPSS) to analyze the data from questionnaires. This package is commonly used for analyzing and generalizing the sample data. It is also very useful in summarizing data in a manner that provides answers to research questions. It was used to create tables and the figure as well.

Data from open-ended questions was analyzed using content analysis. Content analysis is a procedure where open-ended responses are broken into information bearing units for coding. According to Makondo (2002) through content analysis, it is possible to go through research questions and interview responses and come up with common themes

relating to each of the questions. Content analysis is a quantitative method that can also be used to analyze words whose results always end up in numbers and percentages e.g. 98% of respondents indicated that the code of ethics for librarians in Zambia is relevant. (List, 2005). Interview response data was treated as topical narratives and not subjected to content analysis like open ended questions; the narratives being detailed were used as additional data to questionnaire responses.

3.7 Research ethics

Research ethics refers to what is considered as morally right or wrong in the research process at various stages. In this case, the researcher adhered to the University of Zambia research ethics. The researcher obtained an introductory letter from the Directorate of Research and Graduate Studies to allow her carry out a research among librarians in colleges, universities and other libraries. This encouraged respondents to cooperate and respect the research purposes. The researcher sought permission from heads of institutions to distribute and collect questionnaires from librarians. Permission was also sought from interviewees to record the interviews. A written consent was not required as the interviewees were key informants willing to be recorded for the sake of the research. The interview and the questionnaire respondents were assured of absolute confidentiality and anonymity.

3.8 Limitations

Each data collection method has its own shortcomings, but the use of both questionnaires and interviews can be time consuming and costly than if one had opted to limit to one method of data collection. Furthermore, there was very little literature on the subject, the researcher depended heavily on the Internet. The researcher had no means of finding out the total number of librarians in the country. It was also not possible to reach all librarians in the country due to inadequate funding and time. Other key informants who were supposed to be personally interviewed could not be reached after making all the arrangements and appointments due to the delayed financial resources.

CHAPTER 4

RESEARCH FINDINGS

4.0 Overview

This chapter is divided into four sections. The first section provides background information about the respondents. The second section presents findings on professional values and their use in the libraries. The third section provides findings on a code of ethics and its relevance to librarians in Zambia. The fourth section is an investigation into Zambia Library Association, its capacity to establish and enforce a code of ethics.

The study sought to assess the need for a code of ethics for librarians in Zambia and its objectives were:

1. To establish whether there were any professional values that librarians follow in the absence of a code of ethics
2. To establish whether there was a need for a code of ethics for librarians in Zambia.
3. To establish whether the absence of a code of ethics did affect the performance of librarians in the course of duty.



Table 1: Demographic background information of respondents

Age group of the respondents		
Age group	Frequency	%
20-25	5	5.6
26-35	38	42.2
36-45	30	33.3
46 and above	17	18.9
Total	90	100
Highest academic qualifications attained		
Dip. LIS	30	33.3
B.A. LIS	42	46.7
M. LIS	11	12.2
Other	7	7.8
Total	90	100
Work experience in a library i.e. years of working as a librarian		
1-5	33	36.7
6-10	17	18.9
11-15	13	14.4
16-20	10	11.1
21-25	6	6.7
26 and above	11	12.2
Total	90	100
Type of library in which respondents worked		
University library	49	54.4
College library	32	35.6
Special/public library	9	10.0
Total	90	100

Key to qualifications:

Dip LIS= Diploma in Library and Information Sciences

B.A.LIS= Bachelor of Arts with Library and Information Science

M. LIS = Master in Library and Information Science

4.1 Background information on respondents

Table 1 shows demographic background information about the respondents. In table 1, 6% of the respondents were aged 20-25 years, 42% were aged 26-35 years, 33% were aged 36-45 years and 19% were aged above 45 years. Thirty-three percent of the respondents had Diplomas in Library and Information Science, 47% had a Bachelor of Arts degree in Library and Information Sciences, 12% had a Master of Library and Information Science and 8% had other qualifications such as Master in Communication Development, Master of Linguistics and Master in Development Studies.

Respondents were asked to indicate their work experience and type of libraries they worked in. Fifty-four percent worked in university libraries, 36% worked in college libraries, and 10% worked in special and public libraries. Thirty-seven percent of these respondents had work experience ranging from 1-5 years, 19% had work experience ranging from 6-10 years, 14% had work experience ranging from 11-15 years, 11% had work experience ranging from 16-20 years, 7% had work experience ranging from 21-25 years, and 12% had 26 and above years of work experience. The age and years of work experience of respondents as seen in table 1 were an indication that the respondents to this research were experienced library professionals with a good understanding of the topic.

Initially, this research had targeted librarians from college and university libraries only, but during data collection, it was realized that the research would be incomplete without the input from special and public librarians whose library patronage was different from that of college and university libraries. It was also felt that these librarians, who had served the Zambia Library Association in various positions would provide useful information to the research.

Data was also collected from 15 key informants through interviews. These informants included librarians who had occupied or were occupying high positions in the profession such as university librarians. Others occupied high positions in the Zambia Library Association as senior executive members. Some of the key informants were interviewed while others, especially those who were living outside the country submitted written reports in response to interview schedule sent to them by email. Data from the interviews was enough to supplement the data collected from questionnaires.

The age group of interviewed respondents ranged from 35 years to 61 years. Their qualifications ranged from diploma to PhD in Library and Information Science or related fields. Their work experience ranged from 9 to 36 years. They worked in academic, special and public libraries where they held positions of university librarians,

chief librarians, senior directors in libraries, information documentation officers, senior library officers and senior assistant librarians. Most of these informants still held high positions in libraries except for two that were currently senior lecturers in the Department of Library and Information Studies at UNZA.

4.1.1 Perception of respondents with regard to Librarianship as a profession

Respondents to the questionnaire were asked to indicate whether in their opinion librarianship was a profession or not.

Table 2: Is librarianship a profession?

Response	Frequency	%
Yes	88	97.8
No	1	1.1
No response	1	1.1
Total	90	100.0

In table 2, 98% of the respondents indicated that librarianship was a profession. Furthermore, in response to an open ended question, the respondents explained that librarianship other than being a profession, was also a vocation characterised by extensive and specialised educational skills based on theoretical knowledge from higher learning institutions such as universities and colleges. According to the respondents, at the end of training these librarians acquired technical procedure skills that were required when providing information services to library patrons. The respondents felt that a layman or any other professional could not perform these technical procedures. One respondent reported that a certificate was offered at the end of the training. Another respondent was of the view that it was a career, which people took like any other career in order to earn a living. The respondent further argued that it was a profession, which had all the characteristics of a profession such as values, laid down procedures, and a code of ethics. Respondents strongly felt that a professional librarian was one who undertook specialised educational training in librarianship.

The respondents to interviews were also of the opinion that librarianship was a profession. They argued that professionals were able to question certain things or issues and put knowledge into practice in order to provide information services required by library patrons. One respondent felt that it was a vocation and a career with a progression in the line of training. Another interviewee further indicated that in developed countries where librarianship had existed for a very long period of time (UK and USA), librarianship had developed into a recognized profession. The respondent further argued that just like any other profession, standards in librarianship differed from country to country but what is important is that the profession shared common ethical values worldwide. These are standards that oversee and guide professional training and practice.

One respondent had a contrary opinion about librarianship in Zambia being a profession. In response to an open-ended question, the respondent argued that librarianship in Zambia did not meet the basic criteria for it to be referred to as a profession. Other respondents to interviews supported this argument and were of the opinion that librarianship in Zambia, though a profession through training did not meet the basic criteria of the profession because it lacked a code of ethics. One interviewee stated that,

The profession in Zambia does not have an established a code of ethics, and as a result the position of librarianship is misused. Anyone with some education filled the post of the librarian and was referred to as a librarian even though they have no qualifications, not even library training skills. This is most common in public and school libraries and it does not reflect well on the profession as the public is bound to believe that, it is a job that does not require any training at all and that anyone from the street can work as a librarian.

The interviewees were asked to explain who qualified to be a professional librarian in Zambia. Some respondents were of the view that anyone who had any training in librarianship qualified to be a professional librarian. However other respondents had a contrary view. They objected that any training in librarianship was good enough

because in every profession, there must be standards of qualifications for one to qualify to be a professional. According to the research findings, most respondents were of the opinion that a professional librarian in Zambia must have a minimum of a Bachelor of Arts degree in Library and Information Science from a recognised university. The majority of the respondents were of the opinion that a professional librarian was one with a first degree in library and information studies. They saw this as the minimum qualification. These respondents further suggested that this should remain like that until the training at diploma level was improved. Other respondents argued that diploma holders too, qualified to be professionals in Zambia. These respondents further argued that the University of Zambia produced first-degree graduates and Evelyn Hone College produced diploma holders, therefore the two groups qualified to be called professional librarians in Zambia. One respondent however had a different opinion, he/she argued that only those with a Master in Library and Information Science and above qualified to be professionals and those below could be referred to as paraprofessionals. But another interviewee argued that, according to some schools of thought, there were only two recognised professionals in the world and these were the doctors and lawyers because of their stringent training with strong practical code of ethics. “The rest were only professionals in their fields.”

4.1.2 The general public’s attitude towards librarianship as a profession

Respondents were asked about the general public’s attitude towards librarians in Zambia. Some respondents reported that, except in higher institutions of learning like universities and colleges, the general public did not recognise librarians in Zambia as professionals. The respondents reported that sometimes even fellow academic staff in the universities did not appreciate librarians as professionals despite the training it took for one to be a librarian. One respondent was of the view that in some cases librarians were completely disregarded as professionals. Other respondents felt that this could be due to lack of a supportive legislation. These respondents argued that without legislation, people could not regard librarians as professionals in Zambia like they do in other countries for example in the (USA and the UK where the profession was old with

a well established library bill). They further argued that the profession in those countries was highly recognised. Some respondents were of the opinion that the other reason why the general public did not regard librarians as professionals was because unqualified or untrained personnel sometimes held the position of a librarian. This tarnished the image of the profession as people were bound to fail to recognise it as a serious profession that required intensive training like any other profession. Some respondents felt that lack of adequate information concerning the profession was another reason why people had little regard for the profession, and as a result some viewed librarians as clerks employed to shelve and dust books in libraries.

However, some respondents reported that the public in general has slowly begun to appreciate librarians as professionals. They argued that this was evident from the fact that a number of companies employed librarians due to their unique library skills to serve in their special corporate libraries, resource centres, and records centres. The respondents felt that the importance of library skills, and appreciation of the role of librarians has indeed developed. Otherwise, the image of librarians was so bad that they were sometimes equated to mail sorters in registry departments. One interviewee reported that some years ago there was an advertisement in the national press for a mail sorter in the registry department, a B.A. degree in Library and Information Science was the required qualification for the job. The respondent felt that this was quite ridiculous and demeaning to the profession.

Further findings from interviews revealed that in spite of the recent realisation of the importance of librarians as information providers, librarians in Zambia were still not highly regarded as professionals as compared to other professions like medicine, engineering, lawyers and nurses. One respondent argued that it also depended on how people appreciated the work of a librarian. Another respondent felt that librarians sometimes were to blame for this poor image and their low status. One respondent made the following remark:

As librarians, it is our responsibility to elevate our profession to the level of other professions. Some of these professions are quite recent but they are already doing better than the library profession in terms of public perception. We must develop a sense of pride in our profession ourselves. Only after that shall we be able to talk about ourselves with the confidence that will attract other peoples’ attention and respect. We must clean up our house first, and a code of ethics for the library professional in Zambia will surely be a good start towards good public perception.

4.2 Professional values and a code of ethics

During the interviews, respondents were asked if there were any professional values included in the ZLA constitution. Some respondents reported that there were no professional values included in the ZLA constitution. Others admitted that they were neither aware of the ZLA constitution nor its inclusion of the library professional values because the Association had not done much about sensitising or educating its members about professional values.

Table 3: How respondents became aware of the professional values

	Frequency	%
They were taught in class	75	83.3
Through work experience in the library	67	74.4
At library workshops/conferences	39	43.3
Others	8	8.9

Respondents were asked how they became aware of the library professional values. Out of 90 respondents, 75 (83%) indicated that they learnt about these values in class, 67 (74%) became aware of these values through work experience in the library and 39 (43%) knew about these library values from library workshops and conferences that take place only once a year (Table 3). Eight respondents (9%) indicated that they became aware of these values from the community, church gatherings, and from reading materials. The response rate in table 3 was an indication that the majority of the respondents were aware of professional values.

Table 4: Professional values commonly used in most libraries

Professional values Commonly used values in most libraries N = 90	Frequency	%
Provision of equal access to materials/information	77	85.6
Patron service	76	84.4
Efficient management and organization of materials in the library	76	84.4
Preservation of records/documents	75	83.3
Selection of quality information and collection building	73	81.1
Respect of copyright	71	78.9
Protecting user confidentiality	62	68.9
Creating quality bibliographic records	57	63.3
Promotion of information literacy	55	61.1
Intellectual freedom to information	39	43.3
Professional neutrality	28	31.1

4.2.1 Commonly used professional values in libraries

Respondents to the questionnaire were asked to indicate the professional values commonly used in their libraries. Table 4 shows the commonly used professional values in most libraries and the respondents' response rate. In the table 4, (86%) of the respondents selected provision of equal access to materials and information, 84% of the respondents selected patron service and efficient management and organisation of materials in the library. This was followed by preservation of records (83%) and selection of quality information and collection building 81%. Only 28 (31%) of the respondents indicated that they practiced professional neutrality as a value.

The findings indicate that the least practiced values were promotion of information literacy and intellectual freedom to information and professional neutrality. The response rate in table 4 was an indication that some librarians in Zambia did not practice these three professional values that were internationally recognised. It was also

an indication that not all librarians were aware of the 5 internationally practiced library values. Patron service, preservation of record and provision of equal access to materials were also among the five listed internationally accepted values commonly used by librarians in Zambia.

When the interviewees were asked if they were aware of these internationally practiced values in most libraries, 5 of them reported that they were not aware of any of them. One interviewee stated that,

Ethical values border on principles of morality and that there are no universally accepted ethical values. International bodies like IFLA may provide the guidelines on professional values but may not provide the mechanism for monitoring the effectiveness of these guidelines.

However, the majority of the respondents reported that they were aware of some if not all of the internationally practiced values.

Although table 3 and 4 indicate that over 70% of the respondents were aware of some or all of the commonly applicable professional values, this does not necessarily mean that all librarians were well versed with all the values. Table 5 below shows that not all librarians knew all the values.

Table 5: Professional values commonly used in Libraries. Score out of 11 listed

Score of values	Frequency	%
Number of professional values selected		
0 Lowest Score	3	3.3
1	1	1.1
3	1	1.1
4	2	2.2
5	10	11.1
6	8	8.9
7	12	13.3
8	12	13.3
9	19	21.1
10	14	15.6
11 Highest score	8	8.9
Total	90	100.0

Table 5 shows at a glance that not all respondents know and practice all the eleven library professional values listed in table 4. Librarians were expected to know and practice all library profession values. However, the findings have indicated that not all librarians knew and practiced all the values. As can be observed from table 5, 3 (3%) of the respondents did not practice any of the values listed in table 4: either they did not know or did not understand what was meant by professional values. Ten (11%) respondents practiced only five or less professional values, while only 8 (9%) out of 90 respondents knew and practiced all the eleven values. Among the respondents to the questionnaire, others reported that they were not aware of any professional values and their use. One interviewee suggested that the Ranganathan’s historical five laws of librarianship could be used in place of library professional values and these are:

- Books are for use
- Every person his or her book
- Every book its reader
- Save time for the reader
- The library is a growing organism (Ranganathan, 2006)

He/she argued that these principles were as good as any guide in making professional decisions in the library. The respondent further reiterated that institutional mission statements, visions and objectives were equally useful guides in decision-making. Another interviewee reported,

I base my decisions on professional values I learnt during my studies and during my attendance of Annual General Meetings and seminars of the Zambia Library Association and other International Library Association conferences. I also feel that ethical values could be better observed, monitored and evaluated at library level through a local professional body. And ethical values should be defined and understood by members in order for them to be effective.

4.2.2 Frequently used values in libraries

Respondents to the questionnaire were asked to indicate the most frequently used professional values in their libraries. According to the findings, the most frequently practiced values in university libraries were as follows: provision of equal access to materials and information (86%), patron service (84%), preservation of record/documents (84%), respect of copyright (84%), efficient management and organisation of materials (82%), selection of quality information and collection building/collection development (78%) and creating bibliographic records /cataloguing and classification (76%).

The most frequently practiced values in college libraries were: efficient management and organisation of materials (88%), provision of equal access to materials and information (84%), patron service (81%), selection of quality information and collection building (81%), preservation of records (78%), and respect of copyright (72%).

The smallest group of respondents was from special and public libraries. There were 9 respondents. For these respondents the most frequently practiced values were: patron service (100%), preservation of records/documents (100%), selection of quality information and collection building (100%), provision of equal access to materials and

information (99%), efficient management and organisation of materials in the library (99%) and respect of copyright (78%).

Although intellectual freedom of information and promoting information literacy are among the values considered internationally practiced in most libraries, the findings suggest that librarians in academic, special and public libraries did not recognise their importance and as such, only a small percentage of them frequently adhered to these values.

4.2.3 Importance of professional values

Respondents were asked to explain how useful and important these professional values were in their day-to-day work in the library. Some respondents reported that librarians carried out practical duties that were basically in response to the clients' information needs such as patron service, provision of quality information, preservation of records, just to mention a few. These respondents argued that in order for librarians to be effective in their duties, there must be professional values to adhere to. The respondents reported that these values were important because they were a guide to one's conduct at the work place. They further argued that values ensured that librarians adequately met and satisfied their patron's information needs. According to the respondents, through professional values, librarians were mindful of protecting user confidentiality and protecting copyright rules among others as part of their responsibilities. Therefore, some respondents were of the view that values helped strengthen librarianship as a profession. Values were not only essential in making ethical decisions when carrying out duties in the library, but equally reminded librarians that they had a responsibility and were accountable to both the employers and the users.

Respondents to the interviews also felt that professional values bordered on integrity, and that a person of integrity was one whose conduct was dependable and was of good behavior. They were also of the opinion that to fulfill their obligations to both the

employers and the users, librarians should perform their professional duties effectively within certain parametres that constituted professional values. One respondent stated that,

There are so many unethical habits in our libraries among our members of staff that dwell on non-adherence to professional values. One good example of unethical practice by library staff is that of hiding books for themselves or for their friends and relatives. This unethical habit makes it impossible for other library patrons to freely access books in our libraries. Members of staff should realise that it is patron service first and not our interest first. If all staff adhered to values, all these unethical issues would not be taking place in our libraries.

Further more, some respondents to the interview were of the opinion that professional values were important because they helped brand or provide an identity to the profession. More importantly they protect the credibility of the profession and reminded librarians of their responsibilities as professional librarians. Values equally reminded librarians of what was expected of them in order to satisfy the patrons' information needs. It was for these reasons and many more why the majority of the respondents to the study supported the importance of values.

The respondents were further asked whether there was need for these library professional values to be taught in class to Library and Information Studies (LIS) students. Ninety-seven percent of the respondents to the questionnaire affirmatively agreed that there was need for professional values to be taught in class. The findings in table 5 of professional values commonly used in libraries, confirms that there was need for library professional values to be taught to LIS students. Only 8 out of 90 respondents mentioned all the 11 values and 3 did not mention any values.

In an open-ended question, respondents were asked to explain why they strongly felt that values be taught in class, respondents explained that it was easier for people to value more what they learnt in class than what they learnt from work places. Some

respondents felt that values held the key to good and effective librarianship. Furthermore, others were of the opinion that values were the nerve center of the profession. One respondent argued that professional values ensured objectivity in decision-making and a great sense of responsibility; arguing that professional values promoted integrity among librarians. It was for these reasons that respondents felt that there was need for values to be taught at an early stage of librarianship. Respondents were also of the opinion that once the students graduated and were employed in various libraries, they would be able to uphold professional values by behaving professionally. One respondent reported that not every one would have an opportunity to attend workshops and conferences to learn about these values; therefore having them taught in class would ensure that all librarians were knowledgeable of these values.

The respondents to the interviews supported the idea of introducing a course in library professional ethical values. They agreed that it was important to introduce a course on ethics in Library and Information Science, in both colleges and universities. One respondent stated that:

As librarians, we need ethical values for us to be recognised as professionals, and this must start from the classroom. We don't need evidence of a librarian behaving unethically e.g. giving away information about users or being prejudicial to some one's case for us to demand for professional ethics. We need to gain public recognition and we can only achieve this through professional values.

Another respondent to the interviews was also of the opinion that since LIS graduates were being employed in government institutions and other private companies, it was important that they were employed as fully trained librarians in professional ethical values so that the image of the profession was not tarnished due to ignorance. The respondent further argued that there was also need for librarians who join academic libraries to be trained in professional values so that the image of the academic libraries were upheld.

One interviewee reported that the course on professional ethical values was already being offered as part of the Foundations of Library and Information Science (LIS 111) in the School of Education at the University of Zambia. However, most if not all respondents to the study were not aware of the course being taught as part of LIS 111 offered in the 1st semester. No respondent except for one interviewee was able to indicate knowledge of ethical values being taught as part of LIS 111 in LIS Department at UNZA.

4.2.4 A code of ethics for librarians

Respondents were asked to indicate what they understood by a code of ethics. Table 6 shows that all 90 respondents indicated that a code of ethics was a standard that regulates the behavior of professionals. But among the 90, there were those who felt that a code of ethics was also a legal document for associations as well as a social guideline.

Table 6: What do you understand by a code of ethics?

What do you understand by code of ethics	Frequency	%
A legal document for associations	8	8.9
A dictatorial instrument used by Associations against their members	0	0
Standards that regulate the behavior of professionals	90	100.0
Social guidelines	5	5.6

Respondents to the interviews reported that there was no code of ethics for librarians in Zambia. Others reported that although there was no code of ethics for librarians in Zambia, it was a constitutional demand that all professions establish codes of ethics. Among these respondents to the interviews, there were those who were not aware of this constitutional demand. They welcomed the demand as a great challenge to ZLA and its executive members. They were of the view that this would make the ZLA executive members work hard to establish a code of ethics for the profession, and lobby for

legislation. The respondents felt that this would ensure that the profession had a legal support and mandate to enforce a code of ethics.

The research findings so far indicate that librarians understood that a code of ethics was a standard that regulated the behavior of professionals, yet in Zambia the library profession does not have a code of ethics. The question is how do librarians in Zambia regulate their conduct while on duty in the absence of a code of ethics? Respondents to the questionnaire were asked to indicate if they had institutional code of ethics. The results as indicated in table 7 shows that from university libraries, 25 out of 49 respondents indicated that they had an institutional code of ethics and 19 out of 32 respondents from colleges also indicated that they had an institutional code of ethics while 6 out of 9 respondents from special and public libraries reported that they had an institutional code of ethics.

Table 7: Institutional code of ethics by type of Library

Type of library	Yes	No	No response	Total
University libraries	25	16	8	49
College libraries	19	8	5	32
Special/public libraries	6	2	1	9
Total	50	26	14	90

Eight respondents from university libraries, 5 from college libraries and 1 from special and public libraries did not respond. Therefore a total of 14 respondents did not respond.

Respondents, who indicated that they had an institutional code of ethics in response to an open-ended question, reported that the institutional code of ethics was very useful in the absence of the librarians’ code of ethics. The respondents further reported that the institutional code of ethics was used to handle both administrative and library professional matters. Administratively, the institutional code of ethics was used to

ensure that library staff reported for work at the right time and knocked off at the right time. It also ensured that library staff were of good conduct and executed their duties with excellence so as to safeguard the image of the institution. Respondents argued that the institutional code of ethics was further applied in disciplinary cases. It ensured that members of staff adhered to the required dress code as well. According to the respondents, the institutional code of ethics was also used in library professional issues. One respondent reported that through the use of the institutional code of ethics, library staff maintained patron confidentiality, provision of equal and quality service to all library patrons, censored library materials in accordance with the institutional library policy, protected copyright and served all library patrons on first come first serve basis.

When respondents were further asked whether their libraries had established library rules and regulations or guidelines, 63 (70%) of the respondents indicated that their libraries had rules and guidelines while 20 (22%) of the respondents indicated that they did not have rules for their libraries. Seven (8%) of the respondents did not answer this question.

The respondents were further asked to list some of the rules or guidelines used in their libraries. The following were some of the rules or guidelines they listed:

- Report for work and knock off at the right time
- All library staff to shelve books and other library materials
- Eat in the right places and at the right time
- No drinking alcohol while on duty
- Receipt all fines
- Provide equal service of information to patrons
- Exercise efficiency during library operations
- Be discreet in all library operations
- Respect copyright
- Ensure the safety of library materials
- Members of staff not allowed to lend themselves library books
- Members of staff to borrow a maximum of 4 books each
- Serve readers to the best of ones ability
- Exercise neutrality
- Be user friendly
- Observe dress code

The respondents to the questionnaire reported that these rules and guidelines were a reminder of their duties and responsibilities in the library and especially to the library patrons. They regulated and governed librarians in their role as information providers.

The 14 respondents, who in table 7 did not indicate that they used institutional code of ethics or library rules, were asked to indicate how they came up with professional decisions in their libraries. Table 8 shows the distribution of their responses. The majority indicated that they used personal judgment; others indicated that they used values picked from church and other social organisation. The rest of the respondents indicated that they used morals from their library work experience. In addition to these responses, some respondents claimed that they used their personal experiences acquired during their library practice at the University of Zambia and the Copperbelt university libraries.

Table 8: How respondents come up with professional decisions in libraries

Response	Frequency
Use personal judgment	13
Use values picked from church and other social gatherings	4
Use moral grounds	6
Other	6

Respondents were asked whether a code of ethics was relevant or important to their profession. Ninety-nine percent of the respondents to the questionnaire were of the opinion that a code of ethics was relevant to the profession. One respondent indicated that it was not relevant, and another one did not answer this question. Respondents who felt that a code of ethics was relevant were further asked to explain why they felt that a code of ethics was relevant to the profession. They explained that a code of ethics gave guidance and provided some kind of sanity to the profession. And that it was only a code of ethics that could be used to regulate the behavior of the members of the

profession through checks and balances. Respondents felt that a code of ethics was relevant because it prescribed what action to take against a member who misbehaved. Other respondents argued that a code of ethics was relevant because it was able to standardise, govern the profession, and provide it with a vision that added value to the profession. One respondent was of the opinion that this in return would earn the profession the respect and appreciation of other professions. Furthermore, some respondents were of the opinion that it could be used to set standards of qualifications so that only qualified and competent personnel were employed as professional librarians. Another respondent argued that this meant that a code of ethics was relevant because it could be used to separate professionals from non-professionals.

Findings from the interviews supplemented the findings from the questionnaire. Some respondents felt that librarians needed a code of ethics so that they would be regarded and recognised by society as professional librarians. Respondents to the interviews were of the opinion that once a code of ethics was in place, it could be used as a yardstick on which the professions' credibility would be measured and society at large would judge librarians by that code of ethics and in return, librarians would win the public confidence. One interview respondent remarked that,

Ethical issues are very important in all professions and it is good that one of us librarians has thought about it. Ethical issues have become a very important topic now with so many challenges in the profession especially with the introduction of ICTs in libraries. Furthermore, there are so many LIS graduates employed in the government institutions and other private companies working as librarians in resource centres. Therefore this profession has a lot to contribute to national development and that is why a code of ethics is important so that this crop of LIS graduates working in these government and private companies will be mindful of their conduct.

4.2.5 Absence of a code of ethics in the profession: are librarians comfortable or not?

Librarians in Zambia have been without a code of ethics since the development of the profession in 1969. Respondents were asked if they were comfortable working without a code of ethics. They were also asked to explain how they managed without the professional guidance of a code of ethics. Seventy-two (80%) of the respondents indicated that they were not comfortable working without a code of ethics while 11 (12%) of the respondents indicated that they were comfortable working without a code of ethics. Seven respondents did not answer this question. Eighty percent of the respondents who indicated that they were not comfortable working without a code of ethics explained in response to an open-ended question that as librarians, they were intermediaries between information required and those who required it. It was therefore important for librarians to have a code of ethics so that it was used as a standard guide by librarians in the course of dispensing information. They further argued that they did not favour dependence on personal judgment, as it might be prejudicial to the library patrons.

However, the study has established that the majority of respondents were not comfortable working without a code of ethics. Respondents to the questionnaire were asked to indicate to what extent the absence negatively affected their work as information providers? Table 9 shows that 40% were affected to a great extent, 48% to some extent and 6% were affected only to a very little extent. Two percent were not affected and 4% did not answer the question.

Table 9: Extent the absence of a code negatively affected your work?

Response	Frequency	%
To a great extent	36	40.0
To some extent	43	47.8
Very little	5	5.6
Not at all	2	2.2
Not stated	4	4.4
Total	90	100.0

Further more, one respondent felt that he/she was not comfortable working without a code of ethics because a code of ethics defined a profession. The respondent further argued that a code of ethics defined how a professional should behave. It was further argued that without a code of ethics librarians were disadvantaged and did not know their limitations in decision-making. As a result, they unknowingly made unethical decisions that resulted into the profession being brought into disrepute. One respondent further argued that without a code of ethics some librarians were tempted to behave unprofessionally because they were not answerable to any professional body, would not be disciplined and had nothing to loose in terms of continuing in their profession. One respondent observed that a staff using library resource for personal gain was one of the many unprofessional behaviour and attitude resulting from the lack of a code of ethics. The respondent was also of the view that this behaviour could not uplift the profession to the required high standards; instead it lowered the standards, causing discomfort in the profession. The interviewees reported that they equally felt uncomfortable working and serving the general public without a code of ethics. They argued that without a code of ethics, they found it difficult to claim that they too were professionals like other professionals in other fields like law, medicine and nursing. Those holding administrative positions were similarly affected by the lack of a code of ethics because they had nothing to refer to when there was need to discipline a librarian who had misbehaved.

Respondents felt that it would be to the advantage and comfort of all professionals if a code of ethics were in place, because only qualified and dedicated persons would be attracted and allowed to join the profession. Furthermore, they believed that the code of ethics would also give authority to the ZLA to discipline those who behaved unethically and brought shame to the profession.

Respondents who reported that they were comfortable working without a code of ethics in place, explained in response to an open-ended question that they worked in libraries

with institutional codes of ethics or with Public Service code of ethics. Others worked in special libraries with well-established library rules and regulations while some worked in libraries that belonged to institutions with disciplinary committees that attended to disciplinary cases from the library. Consequently, librarians in these libraries felt that they were not affected by a lack of a code of ethics.

These findings were supported by the findings from the interviews. Some respondents interviewed reported that they were not affected by the absence of a code of ethics because their libraries had rules and institutional code of ethics that governed and regulated their conduct. These respondents argued that the rules and the institutional code of ethics were useful when they made serious unethical decisions in their libraries. One interviewee remarked that:

I am not really affected by the absence of a code of ethics. The institution has an institutional code of ethics and disciplinary committees applicable to the library. Therefore, members of staff found with a case to answer are charged according to their conditions of service. This makes up for the lack of a code of ethics.

Another interviewee expressed him/herself as follows:

The absence of a code of ethics does affect us librarians because the lack of recognition as professionals stems from there. In the laws of Zambia, there is no legislation on either librarianship or the library as an important institution in the developmental goals of the nation. That is why organisations with libraries usually do not budget for the library needs and requirements. It is also common to find librarians employed in other professional positions instead of being employed as librarians in their libraries. This is mostly common in the government.

Other interviewees complained that the absence of a code of ethics affected the rules and regulations made in the libraries because there was no legal document to support these rules, as a result, librarians were handicapped as they could not fully implement

these rules and regulations. This in return affected the quality of service provided in the libraries.

4.2.6 The establishment of a code of ethics

Respondents to the questionnaire were asked whether it was important to establish a code of ethics for librarians in Zambia.

Table 10: Is it important to establish our own code of ethics for librarians in Zambia?

Response	Frequency	%
Yes	79	87.8
No	7	7.8
No response	4	4.4
Total	90	100.0

Table 10 shows that 79 (88%) of the respondents indicated that it was important to establish a code of ethics for librarians in Zambia. In response to an open-ended question, the respondents explained that they wanted to establish a code of ethics that would be their own product and suitable to the local environment. One respondent was of the opinion that once a code of ethics was established, it would guide, regulate and standardise the conduct and the behavior of library professionals. They further argued that this would make librarians execute their duties with excellence and confidence. This would also attract the recognition and respect of other people especially the library users. One respondent felt that a code of ethics would protect both the rights of the library staff and library users. Another respondent was also of the opinion that the established code of ethics would make librarians’ work a lot easier in a library that would be user friendly because librarians would easily understand their roles and responsibilities to library patrons. This would further ensure that information provision was done within the confines of the profession that protected privacy and rights of the library patrons.

Respondents further believed that the establishment of a code of ethics was important because it would bring about a good relationship between the employer and the employee, as well as protection of professional integrity. One respondent was of the view that this would equally be instrumental in attracting future librarians to appreciate and love the profession. Some interview respondents supported the respondents to the questionnaire that it would be better for librarians in Zambia to establish or develop a code of ethics than to adopt what others have worked hard to develop. One interviewee remarked that:

The establishment of our own code of ethics is a big challenge to the profession and the Association as well. This research has made us realise the inadequacies in our profession because issues concerning a code of ethics are very important issues, which ZLA has not taken seriously for some time. A code of ethics is intended to protect the profession, individual practitioners and their clients. We need to work together as librarians in order for us to achieve certain goals in our profession. Goals such as a library bill or Act of Parliament in addition to a code of ethics are needed to back up our library operations, to get funding, improve the standards of the profession and many more.

Eight percent of the respondents had a contrary view. These respondents argued that adopting an already developed code of ethics was better than developing a new code of ethics. They further argued that work would be made a lot easier for the Library Association to adopt than to establish a new code of ethics. This argument was supported by some of the respondents to the interviews who also believed that there was “no need to reinvent the wheel when there were so many around.” One interviewee suggested that what the Association needed to do was to study the contents of other library associations’ codes of ethics and then modify them to suite the local environment. The respondent further argued that doing so would ensure that our international identity would be maintained. But one respondent cautioned that:

What ever we do, we must be mindful of the law of our land. If we adopt a code of ethics from somewhere, then we should only pick items of those codes of ethics that are in line with the laws of our country. For example, pornographic materials are allowed in the libraries in some countries but in Zambia, such materials are not allowed.

The majority of the respondents to the interview were of the opinion that ZLA and all professionals should come together and develop a code of ethics for the profession. Some respondents suggested that all librarians should participate in the establishment of the code of ethics so that it would be acceptable to all librarians. The urgency to establish a code of ethics in Zambia was perhaps better expressed in this interview respondent's statement:

Let us swallow our pride and stop singing all sorts of reasons as to why we have not been able to develop our own code of ethics. If we can't develop our own code of ethics, there is nothing wrong in copying from many others who are ahead of us.

4.3 Zambia Library Association membership

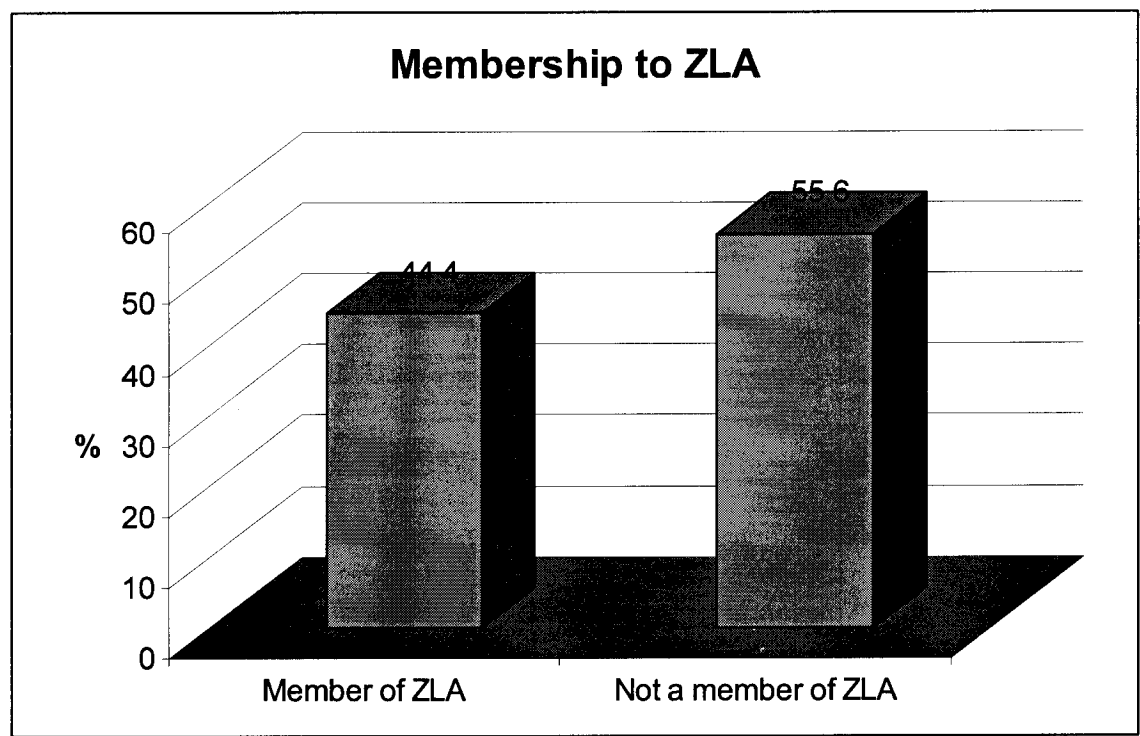


Figure 1: Zambia Library Association Membership

Respondents to the questionnaire were asked if they were members of the Zambia Library Association (ZLA). Figure 1 shows that 44% of the respondents were members while 56% were not members of the ZLA.

Twelve out of 15 respondents to the interviews were active members of the association and had served or were serving the association in various positions such as editor, treasurer, and secretary, president/chairman and committee members for periods that ranged from 8 to 35 years. The non-active members were basically those librarians working outside the country.

4.3.1 ZLA's awareness of the importance of a code of ethics

Respondents to interviews were asked whether ZLA was aware of the importance of a code of ethics or not, and if it was aware, why has the Zambia Library Association not developed a code of ethics for its professionals. Respondents reported that ZLA was aware of the importance of a code of ethics, and they pointed out that it was a challenge that has been there for a long time. One respondent reported that some years ago a move was taken to establish a code of ethics, the idea was later abandoned when one of the executive members left the Association. But another interviewee reported that:

The major problem has been the lack of library legislation. Without the library legislation, the Association is handicapped because it will not have any authority over its members. Library legislation gives due recognition to the roles and functions of the ZLA. It is true that a code of ethics can be established without legislation, but the question is what powers will the Association have to enforce it. Under which authority will the Association discipline or dismiss a librarian for misconduct. The Association will not have any powers to order a company to dismiss their company librarian on ethical grounds. Doctors and lawyers do that because they are registered and have legal support through legislation.

Other respondents were also of the view that the high turnover of new professionals every year was a contributing factor to ZLA inability to establish a code of ethics to this day. The respondents further argued that every year there were new members at the AGM, this made it difficult for ZLA to continue from the previous AGM the discussions concerning issues of a code of ethics and library legislation.

Some respondents argued that although ZLA was aware of the importance of a code of ethics, the responsibility to establish a code of ethics was not only for the association alone but also for all professionals. The respondents further argued that all professional librarians must show some interest so that the “drum bit” for a need to have a code of ethics should sound louder through the support of all professional librarians. One

respondent was of the view that only then, will all professionals be bound to the code of ethics because they wanted it and it would be their own product.

Respondents to interviews were further asked whether the lack of a code of ethics for librarians was a sign that Zambia Library Association was weak. Some respondents did not agree that it was a sign that the ZLA was weak. They argued that ZLA had tried a number of times before to lobby for legislation but failed to achieve anything. "May be the association did not sound the drum very loud or loud enough to be heard by those in authority". The issue of establishing a code of ethics was discussed to some extent and later abandoned by the executive for lack of attention from the government authorities. Other respondents felt that perhaps ZLA did not have its priorities right in addition to the fear of backlash from those members who may be disadvantaged by a code of ethics i.e. the under qualified practicing librarians. One respondent reported that:

Perhaps what is needed is to wake up to the challenges we face as librarians. The changes in the Ministry of Education equally affected what we had started as a move to lobby for library legislation. The closest we came to was during the time when Mr. Walubita was the Chief Libraries Officer (CLO) at Zambia Library Service. The Association was asked to prepare a draft that was to be passed to the Minister of Education through the Chief Libraries Officer. Some changes in the Ministry of Education affected the CLO's office, which was our link, and did not seem effective anymore. Otherwise it is not a weakness except that we need to wake up to the challenge because at the end of the day nobody is going to do this for us and we shall remain where we are, complaining.

Other respondents suggested that ZLA should try again to lobby for legislation first and then develop a code of ethics for the profession. Or the other way round, because a code of ethics if properly drafted and well sensitized among the members, it could strengthen the Association to lobby for legislation.

There were other respondents to interviews who argued that ZLA was weak. But these respondents were also of the opinion that if ZLA was weak, then it was a sign that

librarians in Zambia did not take their profession seriously. They further suggested that all librarians in Zambia should change their attitude towards themselves and towards the profession for the Association to be strong.

4.3.2 The role of ZLA in the establishment of a code of ethics

Respondents to the interviews suggested that for ZLA to establish a code of ethics for librarians, it must give guidance to librarians according to the objectives of the library profession. The respondents further suggested that before establishing a code of ethics, there would be need for ZLA to study the codes of ethics of other library associations that were already established and also to find out how these associations developed their codes of ethics. The respondents were therefore of the opinion that the primary role of ZLA would be to spearhead the development of a code of ethics. They further suggested that this could only be achieved if ZLA organised workshops and seminars to promote debates on the need for a code of ethics for librarians. One respondent was of the view that ZLA should make the code of ethics a major agenda item at an AGM where some members would be asked to prepare papers on the code of ethics for presentation at workshops and seminars. Other respondents suggested that ZLA should work in conjunction with Zambia Library Service (ZLS) and ensure that all professional librarians including those running school libraries worked closely together with the Association in order to establish a code of ethics. One respondent was of the opinion that once a code of ethics was established, ZLA as the advocacy for the silent librarians, could perhaps lobby for library legislation so that other than being the custodian of a code of ethics, the Association could also have legal powers to use it to defend the professional conduct of the members as well as use it against those who behaved unethically. Another respondent suggested that:

For ZLA to have any professional influence at all, it must achieve the establishment of a code of ethics. But to do so, it must take a bold step to rid itself from the control by under qualified librarians. It will be very difficult for these under qualified librarians to champion any advocacy for the profession that will disadvantage them. Only those with Diploma as the minimum qualification should be allowed to hold positions in the Association. Though there is still need to further review the situation if ZLA is to succeed in its role of championing the establishment of the code of ethics.

Respondents to interviews were asked whether ZLA had the capacity to establish and enforce a code of ethics in the absence of the library legislation. In response, the respondents felt that ZLA had the capacity to establish a code of ethics in terms of qualified staff. They reported that there were many qualified graduate librarians from UNZA and diploma holders from Evelyn Hone College, enough trained librarians in various libraries to warrant the establishment of a code of ethics.

Respondents further argued that it would be difficulty for the association to enforce a code of ethics in the absence of a legal instrument or library legislation. One respondent suggested that in the absence of the legal instrument, the ZLA could establish some sort of a tribunal or disciplinary committees to receive cases of complaints about librarians conduct. Otherwise ZLA had no powers to punish or deregister any librarian. In spite of all these difficulties concerning the legislation and the enforcement of a code of ethics, one respondent argued that the enforcement of the code of ethics for professionals should not solely depend on the legal instrument, the librarians' code of ethics could be enforced without this legal instrument, they further argued that the only problem in Zambia was the prevalence of practicing 'librarians' who lacked professional qualifications and would not be able to appreciate and understand the code of ethics in an environment which had no legal backing.

Table 11: Do you think that ZLA has capacity to implement the code of ethics?

Response	Frequency	%
Yes	44	49
No	41	46
No response	5	5
Total	90	100.0

In table 11 the respondents to the questionnaire were asked to indicate whether ZLA had the capacity to implement a code of ethics or not. It shows that 49% of the respondents were of the view that ZLA had the capacity to implement a code of ethics while 46% indicated that ZLA did not have the capacity to implement a code of ethics. In an open-ended question the respondents were asked to explain why they felt that ZLA had the capacity to implement a code of ethics. In response, the respondents argued that there were enough qualified librarians in the country. They further argued that the Association was focused and determined enough to implement a code of ethics. Other respondents suggested that all it needed to do, as the governing body of the profession was to capture the interests of all professional librarians from all sectors by making membership compulsory for the good of the Association.

Contrary to those who felt that ZLA had the capacity to implement a code of ethics, 46% of the respondents indicated that ZLA had no capacity to implement a code of ethics. In response to an open-ended question, the respondents explained that the Association lacked seriousness in its responsibilities as a local governing body. They further argued that as an Association for professionals, it should have introduced a Register for all qualified practicing librarians like other professions do. Other respondents were of the view that through the register, membership to the association would be mandatory; better still, the Association would be aware of all librarians in the country, monitor and control their professional activities and perhaps instill some pride in them as information providers. Further more, some respondents felt that the Association was not well established, and not proactive and that it was dormant most of the time except during the Annual General Meetings (AGMs). Other respondents

sighted the lack of sufficient funding in the Association as another hindrance to the implementation of a code of ethics for librarians.

4.3.3 Application of the established ZLA code of ethics

In table 12 respondents to the questionnaire were asked if they would apply a code of ethics if it were to be established by ZLA. Eighty-five (94%) strongly agreed that they would apply a code of ethics established by ZLA while 4 (4%) indicated that they would not apply it.

Table 12: If ZLA established a code of ethics would you apply it?

Response	Frequency	%
Yes	85	94.4
No	4	4.4
Not response	1	1.1
Total	90	100.0

In response to an open-ended question, 94% of the respondents explained that a code of ethics was so important that they would apply it to maintain standards and uniformity in the profession. They were also of the opinion that a code of ethics gave members a sense of pride for belonging to a professional body. Further more, they believed that a code of ethics was a measuring rod for effective quality service delivery and improved professionalism in librarianship in the country. Respondents further pointed out that a code of ethics ensured guidance in the profession and regulated the conduct of librarians. It was these and many more reasons why they felt that they would apply a code of ethics if it were to be established by the Zambia Library Association.

The respondents to the interviews felt that a code of ethics would make the librarians' job easier than before it was established. One respondent to the interviews was of the opinion that administrators and supervisors would find a code of ethics to be a useful reference tool during the performance evaluation of their librarians. While another interviewee pointed out that all librarians needed to be evaluated in their performance so that they remained focused and objective in their profession. Respondents to the

interviews urged all librarians in Zambia to adhere to the long overdue code of ethics once it was established for the good of the profession.

Contrary to the opinion of the 94% of the respondents who indicated that they would apply the code of ethics, 4% of the respondents indicated that they would not apply a code of ethics established by ZLA. In response to an open-ended question, these respondents suggested that ZLA should change its work culture before it established a code of ethics. The respondents felt that there was some mediocrity in the ZLA. Furthermore, they argued that they would not apply a code of ethics established by ZLA because it would not be mandatory for all librarians to apply it. Further more they argued that since Zambia Library Association did not have legal powers to enforce a code of ethics on its librarians, they were not obliged to apply the code of ethics.

4.3.4 Summary of the findings

According to the study findings, librarianship is a profession. It is characterised by extensive and specialised educational skills from higher institutions of learning such as universities and colleges. A professional librarian is able to put knowledge into practice in order to provide information services required by library patrons. Librarianship as a profession has common ethical values and standards of training that are shared worldwide.

In Zambia a professional librarian is one with a Bachelor of Arts degree with Library and Information Studies as the minimum qualifications. Librarianship in Zambia is generally not a recognised profession in information provision. Although a number of companies and private organisations are beginning to realise the importance of library skills and are now employing librarians to organise and operate their corporate resource centres and other institutional special libraries, the image of the profession has remained poor. This has been blamed on the absence of the library legislation just as much as the librarians themselves were equally to blame for the poor image of the profession.

The majority of the respondents to the study became aware of library professional values from the classroom, through work experience and from library workshops and conferences. Out of the 11 listed values commonly used in most libraries worldwide, the following were the most frequently used in libraries in Zambia: provision of equal access to materials, patron service, efficient management and organisation of materials in the libraries, preservation of records/documents and selection of quality information and collection development. Although not all respondents were aware of all the values, but they all claimed that these values were important to their profession.

The librarians in the study understood a code of ethics as a standard that regulate the behavior of professionals understood a code of ethics. They also felt that it was some kind of a social guidelines as well as a legal document for associations. In the absence of a code of ethics for librarians, most librarians use institutional code of ethics and library rules and regulations, which they developed, in their libraries. Librarians were not comfortable working without a code of ethics, and they would rather develop their own than adopt from elsewhere.

Membership to the Zambia Library Association was below average. The study established that the lack of a code of ethics did not mean that ZLA was weak but it was blamed on the lack of the supportive legislation. The role of the ZLA in the establishment of a code of ethics would be to act as the driving force. The majority of librarians were looking forward to the establishment of a code of ethics, which they claim they would apply it in their profession

This chapter presented the findings of the study carried out on a sample of librarians in the country. The study assessed the need for a code of ethics for librarians in Zambia. The major findings indicated that librarians in Zambia need a code of ethics and that ZLA should quickly lobby for library legislation for its professionals. These findings will be discussed in the next chapter.

refer to library assistants at the issue desk, or cloakroom attendants as librarians. Admittedly, this problem is not unique to the library profession alone, this is also common in health institutions where clinical officers are referred to and respected as 'doctors'. But the difference is that those who refer to clinical officers in white coats with stethoscopes, as doctors are laymen, mostly people with basic or no education at all.

Students and academicians in the university have no excuse or reason to refer to anybody carrying out basic library chores of handling books or attending to readers as a librarian. They are fully aware that the University produces graduates in Library and Information Science just like in any other field like Geography, Literature and Languages, Mathematics, Engineering and Philosophy to name a few. It is true that often times graduate librarians do these manual and technical jobs meant for non-professionals in the university library. They do these jobs because as professional librarians they feel responsible and accountable to their library patrons, library materials, employer and the society in general, that expects them as professionals to abide by their professional principles and ensure that access to information in the academic library is provided with consistency and fairness.

In terms of qualifications, the study revealed that in Zambia, a professional librarian is one with a first degree in Library and Information studies as the minimum qualification from a university or any recognised higher institution of learning. The study established that the first degree should be the minimum qualification until the training at diploma level was highly improved. Another suggestion in the study is that only those with a Master in Library and Information Science qualified to be referred to as professional librarians as was the case in developed countries. The rest could be referred to as paraprofessionals. The researcher is opposed to this suggestion because to limit the qualifications at masters level for professionals would be detrimental not only to the profession but to the Zambia Library Association as well. Unlike in Uganda where the East African School of Library and Information Science (EASLIS) introduced the

Bachelor of Library and Information Science in 1989, and 8 years later in 1997 introduced a Master of Science in Library and Information Science (Kawooya, 2003), it taken the University of Zambia, Department of Library and Information Science (LIS) 40 years to introduce a Masters programme in LIS, this means that there are very few Masters degree holders in the field of librarianship and the first degree holders are the majority. From the researcher's observation, the first degree holders are also the majority in the Association. Therefore to regard these first degree holders as paraprofessionals and not library professionals is likely to demoralise them and this could create a division in the profession and consequently the Association would be weakened. Therefore the Bachelor of Arts degree in Library and Information Studies should remain as the minimum qualifications for a professional librarian until Zambia produces more professionals at Masters level to provide the much needed leadership in the ZLA and other Library and Information Studies institutions resulting in more professional objectivity and professional recognition.

It has been revealed in the study that according to some school of thought, there were only two recognised professions in the world, namely the medical and legal profession because of their stringent training with strong practical codes of ethics. This argument is supported by Phiri (1986: 263) who observed that; "librarianship is unlikely to be considered a profession like law and medicine because of the librarians simple reaction to the patrons' expressed needs rather than the more active sense of service in the manner that doctors and lawyers practice." Despite these negative arguments about librarianship, librarianship in Zambia is a well-established profession as it is in the UK and USA. Furthermore, it is an active service oriented profession that contributes to the socio-economic development of a nation through information provisions in the same way that teachers, engineers, nurses, doctors and lawyers do in their professions.

The study has established that the general public in Zambia does not recognise librarians as professionals in this country. Generally, librarianship is not considered as a serious profession that requires intensive training like other professions. This attitude

can be traced back to the colonial government that set the precedence of not regarding development of libraries and training of library professionals in Zambia as one of the priorities. The Zambian government came and placed the newly established ZLS under the Ministry of Education, further affecting the growth of librarianship as a profession in Zambia. According to Mwacalimba (1981), little attention was and is paid to the needs of ZLS as a result affecting the entire library profession. The Ministry of Education first priority in terms of financial and other resource provision is the immediate needs of education, which are the classroom, desks and the teacher. Provision for a good library facility and a qualified librarian are a secondary need. Another root cause for such a misconception is that some times the post of the Librarian is held by untrained or unqualified personnel with no library skills to manage a library, this is most common in public and school libraries. In such cases the library is often mismanaged, i.e. no professional management and organisation of library materials, no professional patron service and the general attitude of members of staff is unprofessional and discouraging to the reading clientele. This often tarnishes the image of the profession. Consequently the public will not understand what is really involved in librarianship because of what they see in these unprofessionally managed libraries. Lately, there has been some kind of acknowledgement and appreciation of the importance of library skills. The number of graduate librarians who are being employed in the government and private sectors to organise and manage their libraries and other resource/documentation centres has increased. But despite this acknowledgement and appreciation of library technical procedures and skills unique to librarians' only, the poor image and low status of librarians has not changed much, and librarians are sometimes blamed for this negative image on the profession. Alemna (1995) also supported this argument and observed that it is common in most African countries. He argued that:

As librarians and information professionals, we must bear part of the blame. We should not expect to sit down and wait for our image to improve. We should make use of the media in publicising our activities and events so that the public can participate. After all consumers of any service have the right to know its value. This will go a long way in helping them alter their negative image of the library profession. It is now time to stop the self-pitying and get out of our shells. (Alemna, 1995: 58)

Although librarians in Zambia have remained as one of the most poorly remunerated professionals in the country, they should not be demoralised in thinking that this problem is unique to this country alone. On the contrary, it is not only an African problem alone but it is in fact a world wide problem. Although this is obvious in countries where there is no legal support or a code of ethics to support library activities, as is the case with Zambia.

The other reason that came out strongly from the study as to why the general public in Zambia does not regard librarians as professionals is the lack of supportive library legislation. In the absence of the Library Legislation, Zambia Library Association is not able to monitor and control the activities of librarians in their various libraries. There are also no criteria put in place so that only those who qualify are employed as librarians. If the library legislation was in place, ZLA could have legal powers to regulate and have authority over the library professionals and in return the library users and the general public would recognise the profession. Library legislation will also ensure that politicians and other government stakeholders recognise libraries and librarianship and this will result in more funding from government and other interested partners in the development of library facilities and information services. The absence of library legislation makes it difficult for most librarians to deliver adequately the information services required by their library patrons. Libraries are not a priority in most organisations in terms of funding or budget allocation. It is worse for libraries in government-funded institutions and public libraries. It is often difficult for librarians to

stock up these libraries with the much needed materials due to insufficient or no funds to the library because they are not a priority. This is one of the results of the lack of library bill or legislation, a law that supports libraries and librarians in their role as providers of information for economic development of a nation.

In view of the these sentiments surrounding the library legislation, Alemna (1995: 58) equally observed that, “the primary concern should be the legal recognition of the professional associations by their various governments, and further suggests that librarians in Africa must do a lot of lobbying to get legislation enacted as recognition by the government equally raises the morale and prestige of librarians.” This in return will help change the attitude of Zambians towards librarians and libraries. The poor image of librarianship is also reported in Uganda as well. Kawooya (2003: 2) stated that,

For a long time librarianship as a calling is not well regarded and not generally accepted by a wider Ugandan society as a profession critical in the information transfer process. It is consistently portrayed as a profession for academic failures along side other professions, making librarianship seemingly less attractive to the young generation seeking to build careers.

According to the researcher’s personal observation, UNZA librarians equally experience this library patrons’ negative attitude towards the library profession. Both administrators and fellow academicians have a negative or little regard for the library and the library professionals. One good example is the salary scale, the first-degree graduates in Library and Information Science (LIS) have been at a lower salary scale compared to other first degree graduates in other professions. This has been treated as an anomaly which UNZA administration has not been able to correct to this day. Another example is the granting of academic status to professional librarians in the university. In the western countries (UK and USA) where the profession is highly recognized and appreciated, professional library staff i.e. holders of M. LIS enjoy full academic status with its responsibilities of teaching, research and publication and other

professional association activities. In Zambia particularly at the University of Zambia, by 1985, the University of Zambia had not yet granted full academic status to professional librarians. According to Wina (1985) the University of Zambia Act of 1979 includes senior professional library staff in its definition of academic staff. Contrary to that definition of academic staff, by 1985 librarians were only partially accorded the privileges normally given to academic staff. It appears that, the governing authorities avoided granting full academic status to professional librarians equivalent with the teaching staff. Wina further argues that since senior professional librarians at the University of Zambia are a very small group, it has been easy for the governing authorities to ignore them until 1992 when full academic status was restored to professional librarians.

Nevertheless, it is also the responsibility of librarians to re-examine their role in the university and as such, librarians are expected to demonstrate their competence in research and publication in order to be taken seriously by their teaching counterparts and earn the academic status. The shortage of staff in the university library makes professional librarians be involved in the menial tasks as patron service and shelving as earlier mentioned, but it is equally important that they need to spend more time in research into all aspects of the profession.

The library is never given the attention and support it deserves as the centre for all academic activities except in the mission statement of the University of Zambia and that of the Library. The students in other schools such as Engineering, Humanities, Veterinary and Natural Sciences equally tend to have a negative attitude towards the library and librarians in particular.

In this regard the researcher personally experienced one such incident when one morning as she was professionally shelving books in the Special Collections, a female student from the History Department remarked to her colleague in her local language (Tonga), “hena ku shelving’a ma buku ayalo ninchito basa, lwiyo ndubotu./ Is shelving

library books a job? It is good to be educated.” Apparently the lady in question was of the impression that the lady shelving books was not educated and that is why she was shelving books in UNZA Library for educated researchers like herself to access. It is obvious that this kind of attitude is a result of the misunderstanding and lack of appreciation of the profession. There are researchers in the university who have closely interacted with librarians in their search for information, which they accessed only with the help of a librarian, these have come to understand and appreciate the library profession.

5.2 Librarians’ awareness and use of professional values

The study has revealed that the majority of librarians in Zambia are aware of some or all the professional library values although they are not included in the ZLA constitution. Librarians became aware of these values in various ways such as: from a LIS course, at places of work, through workshops and conferences and also from social gatherings as well as from the church. These values picked from social gatherings in the community and the church, may not necessarily be library-related values, but are values that may be of use in the library. This is not consistent with other researchers’ findings in the reviewed literature. The international survey done by Holm and Vagaan (2004) revealed that librarians become aware of professional values through the code of ethics that normally states the values to which that association is committed, or places an emphasis on the core principle business of the profession in the field of information provision that are in actual sense professional values. Since there is no code of ethics for librarians in Zambia, librarians could only become aware of the professional values from work places, the classroom and other formal gatherings such as workshops and conferences.

The findings on whether librarians were aware of the universally practiced values have shown that not all librarians in Zambia were aware of these values. In fact some librarians were of the opinion that there were no internationally accepted values. Dole, Hurych and Koehler (1999: 286) supported this opinion and further concluded that there were no standard definitions for professional values for all librarians in the world. The

type of library and the environment determines librarians' value preference, knowledge and use of these values that are universally practiced. Further more, table 5 in chapter 4, shows that 3 librarians did not select any of the commonly used professional values, while one indicated only 1 out of the 11 professional values and another 1 respondent indicated 3. Observably, it is not possible for a librarian not to adhere to any professional values while on duty in the library because they are the core principle business of the profession. Librarians on duty are involved in the following activities: patron service, provision of equal access to materials/information, efficient management and organization of materials in the library, preservation of records/documents and respect of copyright to some extent. These are some of the professional values that all librarians frequently use in the libraries. Library activities represent library professional values.

The study has established that from the list of commonly used values in most libraries, most Zambian librarians frequently adhere to the following professional values: provision of equal access to materials and information, patron service, preservation of record/documents, efficient management and organization of materials in the library, selection of quality information and collection building, respect of copyright and creation of bibliographic records/cataloguing and classification. This preference of frequently used values is consistent with other researchers' findings. Dole, Hurych and Koehler (2000), in their survey on **'Values for librarians in the information age,'** equally concludes that nearly all librarians everywhere identified patron service, intellectual freedom, preservation of record, provision of equal access to materials and information literacy.

The majority of librarians in the study do not practice intellectual freedom of information and information literacy, though these are among the five universally accepted professional values. Intellectual freedom of information as a value, hinges on the assumption that library patrons decide exactly what they want to read or what information they require, but in most cases this is not the case. Librarians in the

Collection Development Department in most libraries are responsible for the selection of quality materials in the libraries, this means that they examine and select what to order and not to order for their libraries despite the requests from library patrons. They also control the number of copies required for their libraries in consideration of the rising prices of reading materials. Some times the law of the land does not permit librarians to order certain materials for their libraries, for example pornographic materials are not allowed in Zambian libraries. Some times the political and religious background of the country or community does not permit librarians to stock certain materials in the libraries despite the interest from the reading patrons.

Considering the above-mentioned issues, most librarians are 'guilty' of not adhering to intellectual freedom of information as a value; it is believed that, they sometimes involve their personal judgment in some cases while sometimes they involve professional judgment. Mason (2008: 2) observed that, each selection made in the process of providing quality information involves a value judgment and that librarians often decide the direction that an enquiry takes. Mason suggested that it is necessary that librarians continually strive not to let personal judgment interfere with their professional activities as their clients have no way of knowing whether they (librarians) have acted unethically. In collection development, most librarians in Zambia examine and select the materials for their collections, this makes them automatically censors of library information contrary to intellectual freedom of information, a commitment to article 19 of the United Nations Universal Declaration of Human Rights. On the other hand, if librarians do not select or control the type of materials they order for libraries, selection of quality information and collection building in the libraries as a value will be meaningless, and the end result is that, there will be no difference between academic libraries and public libraries in terms of library collections.

The Texas study by Hoffman (2005) on professional ethics and librarianship supported the findings of this study. Hoffman's study reveals that 62% of the female respondents and 49% of the male respondents agreed that selection and censorship of library

materials is sometimes inevitable in most libraries. But according to Schleihagen (2007: 2) IFLA, in its statement on libraries and intellectual freedom called upon libraries “to ensure that the selection and availability of library materials and services was governed by professional considerations and not by political, moral and religious views.” In reality this may only be possible through professional training and the use of library advisory services. In the absence of the advisory services, a selection policy document is useful, which the Collection Development Section in the University of Zambia Library is currently using. According to the study, promotion of information literacy is another value that most librarians do not frequently adhere to, probably because it is a new concept not yet understood by most of the information providers in Zambia.

The failure to practice intellectual freedom of information and promotion of information literacy by most librarians in Zambia can also be attributed to insufficient knowledge about the values or librarians’ ignorance because they are probably inadequately taught in LIS class. Admittedly, these two principles are the most difficult to understand and practice, they need an intensive and longer period of training in a LIS school class and practice in libraries for librarians to fully understand better these and other values.

The study has also revealed that librarians regarded professional values important in their profession because other than being the core principle business of the profession, they use them as guides or reminders of what is expected of them in order to provide a service to library patrons. Values remind librarians that they have a responsibility and are accountable to both the library and the users and as such librarians are mindful of user confidentiality and copyright rules among others. Values border on integrity and that a person of integrity is of good and dependable behaviour. This revelation is contrary to what Horvat (2003) concluded in his study on Croatian Librarians; Professional values revisited. According to Horvat, librarians in some libraries in Croatia do not regard user confidentiality, colleague confidentiality and intellectual property rights as important values that need to be respected; these are in most cases disregarded. The Croatian case is an indication that not all librarians in libraries are of

integrity and committed to all professional values. From the researchers reflection, the University of Zambia Library is not spared of such librarians without integrity. For example, there are cases of books missing from shelves, which are believed to be stolen or misplaced by readers while in actual fact they have been removed from the shelves by library staff for personal use. While some librarians will not provide patron service or efficiently manage and organise materials in the library on account of being degree holders (senior librarians).

5.2.1 Teaching of professional ethical values to LIS students

According to the findings, 97% of the librarians strongly support the idea that ethical values be taught to Library and Information Studies students. They are of the view that this will ensure that all graduates in the profession will be fully trained in issues of ethical values to avoid tarnishing the image of the profession. Other than that, librarians need the course on professional values to be taught because they believe that values are the nerve centre of the profession and the key to good and effective librarianship. The study established that a course on ethical values is already being taught as part of Foundations of Library and Information Science (LIS 111). Only one respondent is aware of the existence of a component of ethics in LIS 111, this could be an indication that the topic is not adequately covered. These findings seem to suggest that the non-adherence to some of the ethical values by some librarians may be a result of ignorance of the importance of ethical values. Therefore the teaching of ethical values will bring out their importance to the profession.

Further more, the introduction of ICTs in libraries has equally posed great new challenges to librarians in most libraries. In addition to the traditional principle business of patron service, preservation of records, selection of quality materials and collection building, creation of bibliographic records, librarians have to accommodate issues such as the digital divide between the information rich and the information poor, Technical Protection Measures (TPMs) and Digital Rights Management Systems (DRMS) that are known to affect confidentiality and intellectual freedom because of their surveillance to

monitor and collect information on how people access and use copyrighted materials in electronic format. Librarians should know all about electronic filters, copyright issues and censorship issues. It is important for LIS graduates to understand and be knowledgeable about ethical values required in this information technological world. In return, LIS graduates will know how to overcome the ethical dilemmas posed by these electronic gadgets and further reduce information misuse. It must also be realised that current work requirements in most libraries demand that information professionals be conversant with and able to apply information ethics in their work environments. It is for these and many more reasons why teaching of values is strongly supported in the study. In this regard (Ocholla, 2008: 19) states that:

Such education will support information professionals in their understanding of ethical values and morals especially with regard to protecting the privacy and confidentiality of library patrons, provide them with a professional identity built upon an information value system i.e. the service value of information professionals, allow them to understand today's information and knowledge driven society, recognise the requirements and complexities of access to information (e.g. inequality and fair use) and further sensitise them to the benefits of research in information ethics development.

Similarly, Ball and Oppenheim (2005) study on the attitudes of UK librarians and librarianship students to ethical issues, reveals the need and the importance of teaching LIS students ethical values so that when these students are dealing with ethical case issues, they will be aware of what is the correct or incorrect decision to make. Ball and Oppenheim also stressed the golden rule of not indoctrinating students, or instilling a teacher's own value system upon the students. Therefore those undertaking the teaching of ethical values in LIS department must not give ethics a low priority; instead they should be aware of the need for continuing professional development in ethical values. The findings seem to suggest that a course on ethical values cannot adequately be covered in one semester if the needs of the course are to be fully covered. In fact, Ocholla (2008) suggests that the duration of a course on ethics should not be too short

like one term or a semester. It should be a continuous education preferably four years of the undergraduate period and part of the postgraduate with the aim, objectives and expected outcomes. It must be reminded that there will be a number of challenges to face while undertaking this course on ethics. Some of these challenges may include lack of expertise, poor course design that meets international or regional requirements and complications arising from ICT use. But in spite of all these challenges, the teaching of ethical values to LIS students is necessary although the adherence to these ethical values depends on the students themselves. In Ball and Oppenheim (2005) study on the UK practicing librarians and students shows that the practicing librarians adhered to ethical values more than the fresh graduates from the LIS class. This is an indication that it is one thing to teach or learn ethical values, but it takes experience to appreciate and adhere to the ethical values in a library.

5.3 The need for a code of ethics and its relevance to the profession

The study has established that there is a need for a code of ethics for librarians in Zambia. The study has also revealed that a code of ethics is a standard that regulates the behaviour of professionals. The study also has established that the library profession in Zambia does not have this important professional instrument. The findings indicate that in the absence of a code of ethics, 65% of librarians depend on institutional code of ethics, others use the public service code of ethics while others have institutional established library rules and regulations to guide and support them in their professional work, and more especially when they make ethical decisions. These findings agree with Hoffman (2005). In her study, the Texas Library Association (TLA) adopted ALA code of ethics. The members of the TLA reported that their institutions had additional codes of ethics incorporated into their library policy and procedures manual. They further revealed that institutional codes of ethics always prevails over their library code of ethics whenever there is a dispute. This is probably due to the fact that institutions control libraries or because the association has an adopted a code of ethics, which probably does not adapt to certain environmental demands. The point is that

institutional codes of ethics are very important and may have a strong influence over the profession and policy procedures of the library.

The study has also revealed that a code of ethics is relevant to the profession because it guides, regulates, governs and sets standards of qualifications. It provides the profession with a vision that adds value to librarianship at the same time prescribing the right action to take against a member who misbehaves. Therefore, the relevance of ethics stems from its many definitions involving the morals, virtues and standards of conduct in the profession. It is for these reasons and many others that ethics are believed to be relevant to librarians who are information providers. Through ethics, librarians are able to distinguish between right and wrong decisions and actions. Ethics ensure that librarians, especially those in academic libraries to provide access to information with consistency and fairness to avoid damaging the image of the profession.

Similarly, Hill (1998) observes that a code of ethics is relevant because it reminds the members and especially new members to the profession that being a librarian entails an obligation to conform to certain standards of behaviour, which is normal in the profession. It also forms a basis for deciding whether a member who has behaved in an unusual way has offended against the principles of the profession. Hill's observation about the relevance of a code of ethics and new members to the profession is correct. New members often do not seriously practice professional values, as a result service delivery standards in most libraries have changed to lower standards. There is very little commitment to library work by most of the new members of staff (fresh graduates). Half of their time is spent on personal matters or freelancing (private research on behalf of students/researchers for payment) at the expense of the library. Respondents in the study also indicated this unethical behaviour among some library staff members.

The lack of a code of ethics is a contributing factor to this unprofessional attitude of fresh graduates to the profession. They are aware that their supervisors or the Association have no authority to deregister them from practicing librarianship if found wanting; they will only be requested to appear before a disciplinary committee which is toothless in the absence of a binding code of ethics.

Kawooya (2003: 4) also believes that 'a code of ethics is relevant because it holds together the profession at national level.' It also urges members to comply with the rules and regulations of the association, instructs members to comply with the national laws and policies and not to indulge in any activity which places the profession into a questionable position. Observably, a code of ethics ensures that all librarians maintain uniform principles of conduct and service delivery in whatever library and part of the country they are found. The code of ethics requires that members maintain a high standard of service and keep abreast with new developments in the field (Trushina, 2004). Therefore, a code of ethics is relevant because it helps librarians in their profession to give a good service and also develop a positive attitude towards cultural heritage, to information flows and the professional research services as well (Lundu, 1982:48). It is for these reasons why a code of ethics is relevant and that librarians in Zambia need to establish a code of ethics.

The study has revealed that most respondents are not comfortable working without a code of ethics. They attributed the lack of recognition of the profession as a consequence of lack of a professional code of ethics. These sentiments are in corroboration with other researchers such as Trushina (2004: 18) who observes that a code of ethics is the means of conveying to the public and the government the seriousness and the responsibility of the profession. The researcher has observed that doctors, nurses, engineers, the military, the police and lawyers are always heard of in the media and in parliament, which is not the same for librarians who provide the much-needed information to researchers who later become professors and doctors, lawyers, engineers and other high ranking personalities in

the government. All these professionals are recognised because they have a code of ethics, which librarians do not have.

Lack of professional code of ethics makes it difficult for libraries to be recognised as institutions that contribute to the national development, they are not adequately funded to provide enough reading materials that satisfy the needs of the library patrons. Lack of library legislation is blamed for the negative experiences that affect and make librarians uncomfortable in their profession. Alemna (1995) suggests that library associations in all African countries should lobby to get legislation enacted, as recognition by government raises the prestige and morale of librarians. Insufficient funding of libraries, which is a result of lack of library legislation usually backfires on the librarians who are blamed for lack of new reading materials in the libraries. This affects the working morale of librarians. It is hoped that this can be changed by library legislation.

Furthermore, due to the absence of a code of ethics, the profession cannot set standards for certification and entry into the profession, this encourages unqualified and untrained personnel to practice and be referred to as librarians alongside the professionally qualified staff. It is also difficult for librarians to make serious decisions due to lack of a supportive legal document to refer to. This in return, affects the quality of service that librarians provide because they are not in a position to make serious practical and professional ethical decisions especially when confronted by a difficult library patron.

The study has established that the majority (88%) of the respondents are in favour of the adoption of a code of ethics already developed by other library associations. They are of the opinion that they develop or establish their own code of ethics, one that will be their own product and will suit the local environment. According to these respondents, it does not matter even though it will mean 'reinventing the wheel.' This is contrary to other research findings that are of the opinion that there is nothing wrong in adopting a code of ethics as long as it is well adapted to fit in the laws of the land. For example the

Federal Union of German Library and Information Associations recently drew up its professional code of ethics on the basis of similar codes of ethics in other countries (Schleihagen, 2007). TLA also adopted the ALA code of ethics in 2002 (Hoffman, 2005).

There are advantages and disadvantages in adopting a code of ethics from somewhere else. The advantages of adopting a code of ethics are that, it is a cheaper and faster method of establishing a code of ethics than developing a fresh code of ethics. It also makes the work of the Association much easier. There is also an element of maintaining an international standard by adopting another country's code of ethics. The disadvantages are that it can prove expensive, as a survey may be necessary to find out how many librarians are comfortable and how many are not comfortable with the adopted code of ethics. There is a possibility of some members ignoring it because it is adopted from another country's library association, not tailored to suite their local needs and environment and they had no input to its establishment. In some cases, an adopted code of ethics can be in conflict with an institutional code of ethics of a particular library as is the case with the ALA code of ethics and the Texas institutional code of ethics that is also used in the library. When a conflict occurred, the institutional code of ethics overruled the adopted ALA code of ethics. This could easily happen if the adopted code of ethics does not conform to the local environment that includes the procedures and policies of local institutions. In view of these issues surrounding the adoption of a code of ethics, it would be more practical for Zambia Library Association to develop its code of ethics with the support of all professionals in the country than adopt from elsewhere.

5.4 ZLA: membership, establishment and enforcement of a code of ethics

Out of the 90 respondents from the questionnaire, only 40 are members of the Zambia Library Association and 12 interview informants are members while the 3 who work outside the country are not members. Zambia Library Association like any other association "is the collective voice of information workers" (Alemna, 1995: 3).

According to Phiri (1986) the ZLA's objective is to bring all members of the profession together and act as a unifying force in order to develop and control the profession. It is for this reason that library professionals in Zambia should all register as members of the Zambia Library Association.

The study has established that ZLA is aware of the importance of a code of ethics for librarians in Zambia and that the challenge has been there for a long time. The major problem is the lack of library legislation to start with so that there is some kind of recognition of the profession by the government. An attempt was made in 1978 by the Zambia Library Association to lobby for legal recognition, but did not succeed largely due to the fact that policy makers did not understand, let alone appreciate the profession's contribution to society (Phiri, 1986: 259). The study has also revealed that the Association had started the process of establishing a code of ethics, which was later abandoned due to changes in the leadership. ZLA needs the support of the general membership to lobby for library legislation and to develop a code of ethics.

Further more, the study has revealed that the lack of a code of ethics for librarians is not a sign that the Association is weak. Like earlier mentioned, the Association has tried before to lobby for library legislation and also to establish a code of ethics. However, changes in the Ministry of Education and the lack of priorities in the association made it difficult for it to succeed in lobbying for legislation, which should have been a step toward the establishment of a code of ethics. The establishment of a code of ethics is in actual fact a requirement of the International Federation for Library Associations (IFLA). According to Trushina (2004) IFLA recommends that library associations should develop a code of ethics for their members. A number of library associations in many countries around the world have developed or adopted professional code of ethics, on the recommendations of IFLA. It has also been argued by the respondents that if the association is weak, then all library professionals in Zambia should bear the blame. The success of an Association can only be achieved if all professional librarians take pride in the profession and become registered members of the Association.

The findings of the study indicate that the role of the Zambia Library Association in the establishment of a code of ethics will be to be the driving force for the establishment of a code of ethics. The Zambia Library Association can achieve this by organizing workshops and seminars to promote debates on need for of a code of ethics for librarians in Zambia. It will be the role of the Association to study other library associations' codes of ethics and find out how they develop them and further give guidance in accordance with laid down objectives of the profession. Similarly, the Uganda Library and Information Association (2006) in its preamble states that, members of the library association should recognise the importance of codifying and making known to the profession the need for a code of ethics. In another study, Kawooya (n.d.) is also of view that it is the responsibility of the library associations to lobby their governments to establish a statutory body linking the government and the professional body, to provide the ground or serve as a step toward the eventual development of a code of ethics. According to Byrne (2007), IFLA recommends that one of the roles of library associations in the establishment of a code of ethics is to give guidance in the preparation of ethical statements required by librarians in information provision. And this should be one of the basic roles that ZLA will have to undertake in the establishment of a code of ethics for librarians in Zambia.

Despite the absence of the library legislation, the study has established that ZLA has the capacity to establish a code of ethics. According to the research findings, there are a number of qualified Zambian graduates with a minimum qualification of B.A. in Library and Information Science from the university of Zambia and other universities as well as diploma graduates from Evelyn Hone College. These graduates are more than enough to warrant the establishment of a code of ethics.

The study also revealed that although ZLA has the capacity to establish a code of ethics, it has no capacity to enforce it or to implement it in the absence of library legislation. ZLA has no means or authority that could ensure that the members of the library

profession will adhere to its established code of ethics. Other reasons cited in the study that makes it difficult for ZLA to enforce or implement a code of ethics is that membership to the association is not compulsory and there is no register for professionals in the country. This weakens the monitoring of librarians' activities countrywide.

Lack of adequate funding and permanent office accommodation has also been attributed to affect ZLA in the implementation of a code of ethics. Similarly, this has been observed by Kawooya (2007: 1) who states that, lack of office space, permanent staff, insufficient funds, poor communication within and outside the association and leadership needs may hinder associations' effective contribution to the development of the profession and library institutions, and equally makes it difficult for any association to implement a code of ethics.

The lack of capacity to enforce or implement a code of ethics is not a unique problem for ZLA only, this is an international library associations' problem. ALA, the oldest library association with the oldest and most referred to code of ethics, first established in 1939 and revised a number of times does not have laid down procedures to enforce a code of ethics on its members. Despite the Librarians Act of 2007 (Becerra, 2007), ALA does not enforce its code of ethics on its members because membership to the Association is voluntary and the Association is non-licensing. The president for Botswana Library Association (BLA) in reply to an e-mail enquiry sent to him in the course of data collection equally confirmed and stated that, "at the moment a code of ethics for BLA is not obligatory. Librarians country wide have not yet adopted it and there are no established methods of tracking adherence to it." This means that BLA too, does not have the capacity to enforce a code of ethics. An observation was made in the study that enforcing a code of ethics can be possible at institutional and local level in the absence of library legislation as long as all practicing librarians are professionally trained and understand exactly what is expected of them in the profession.

The absence of library legislation in Zambia has been cited as the major reason why there is no code of ethics for librarians. It is also cited in the study as the reason why librarians are not regarded as professionals, libraries are not recognised as important institutions in the development of the society and lack of adequate funding from government. Legislation is a statutory law enacted by legislature and has many purposes such as: to regulate, to authorise, to provide (funds), to sanction, to grant, to declare or to restrict (Wikipedia, 2009). Therefore, if ZLA managed to have library legislation enacted, legislation as a statutory law will grant the ZLA the authority to regulate, authorise, sanction and even restrict library professionals from anything that is unprofessional to the library and the library profession whenever the Association finds it necessary. In addition, the Association will have the authority to enforce or implement a code of ethics on all its members.

If library services in Zambia are to be placed on a proper footing, then library legislation is relevant. The lack of legislation to enforce the provision and development of library services in Zambia has contributed to the haphazard nature of the library services. It is through library legislation, that libraries nationwide will be recognised for what they are as important institutions in national development. Recognition of libraries as partners in national development will make it mandatory for government to fund libraries adequately, other financial institutions too will realise through parliamentary discussions on libraries the need and importance to assist funding libraries. There are a number of financial institutions headed by people who benefited through the use of university, college, special and public libraries for study and research materials. These and other international organisations will be willing to assist libraries financially once library legislation is in place. The University of Zambia Library too has not been spared the consequences of the lack of library legislation. Although it is designated as a National Reference Library, the library is not adequately funded for it to satisfy the needs of its massive university community clientele. This is obvious from the number of old and outdated books that are in the major collection of the library, hence the students referring to the materials in the library as archaic or archival materials.

5.5 Application of a code of ethics

The establishment of the long overdue code of ethics will be an indication that the profession is recognised and accorded some respect by society. The research findings have shown that 94% of professional librarians will apply a code of ethics once it was established. It will give them a sense of pride and a feeling of comfort for belonging to a recognised profession with a code of ethics. Librarians are prepared to apply the code of ethics because ethical issues are central to the way libraries and librarians respond to patrons' needs and the way they make decisions, ethics affect not only the efficiency and effectiveness of the way libraries operate, but also the increased contribution to societies' economical development through professional ethical provision of information. In addition the recognition of librarians countrywide will also increase. The application of a code of ethics will ensure that librarians developed a uniform manner of information provision and ethical decision-making.

In the study, some respondents feel that they will not apply a code of ethics if established by the ZLA, they believe that there is mediocrity in the Association and that they are not obliged unless the ZLA is legally supported. Lack of library legislation should not be used as an excuse not to apply a code of ethics or to behave unethical. From the researchers point of view, professional librarians' first priority is service to the library patron in accordance with the professional ethics and also to maintain certain standards of behaviour while on duty. With or without legislation, as professionals, librarians are accountable to society that expects them to be librarians who are honesty and with integrity; impartial and respecters of law and other persons, diligent, efficient and responsible professionals. Therefore, the absence of a code of ethics should not be an excuse for unprofessional behavior among librarians. Let society appreciate the profession through the upright and standard behavior of all librarians. Furthermore, the ZLA too, should not wait for legislation for it to be able to enforce or implement the

code of ethics on its members, as the Association can ensure that the professionals adhere to the librarians' code of ethics at local library level as a starting point.

It is only professional for librarians to be critical observers and at the same time offer constructive advice that will help build the ZLA. It is also the responsibility of all librarians committed to the profession to join the Association. The Association was established with a purpose of primarily advancing the professional development of librarians, therefore all professional librarians should support it so that the Association is able to deliver the services required by the members of the profession. After all, the Association is the public voice of the profession.

5.6 Conclusion

The study concludes that librarianship is a profession, which demands specialised knowledge and technical skills unique to this profession. This profession shares common ethical values worldwide, which are standards that govern and regulate professional training and practices. The study has established that in Zambia, a professional librarian is one with a Bachelor of Arts degree in Library and Information Science as the minimum qualification. The study also revealed that the general public in Zambia does not regard librarians as professionals in information provision. Although this poor image of the profession is blamed on the librarians themselves, the major reason is the lack of legislation for the profession. A profession is recognised and its services appreciated if it is legally supported

The majority of librarians are aware of some or all library professional values, which they learnt from the classroom, from work places and other social and professional gatherings. Further more, not all respondents frequently practice the 5 universal values namely: patron service, preservation of records/documents, provision of equal access to materials, intellectual freedom of information and professional neutrality in their daily library chores. Intellectual freedom of information is one of the values not frequently practiced by most librarians, this is probably due to ignorance resulting from inadequate

coverage of the course in class. The respondents are of the opinion that these values are important in their profession because values other than being the core principle business of their profession, also remind librarians of what is expected of them as professionals. Ninety-seven percent of the respondents feel that ethical values should be taught in class to LIS students to ensure that all fresh graduates are all well versed in ethical issues to avoid tarnishing the image of the profession through ignorance.

The study findings have confirmed that there is no code of ethics for librarians in Zambia. In addition, the study has also established that there is a need for a code of ethics for the profession. Librarians feel that a code of ethics is relevant as it is a standard that regulates the conduct and behaviour of professionals in the course of duty. It is also through a code of ethics that the profession will be recognised and given the respect it deserves. Furthermore, in the absence of a code of ethics, most librarians in Zambia use institutional code of ethics and library rules and regulations for professional guidance. Respondents to the study have indicated that although they are not comfortable working without a code of ethics, they would rather develop their own code of ethics than adopt from other associations.

According to the study findings, ZLA has the capacity to develop the code because of the good number of graduates from UNZA and Evelyn Hone college, but has no capacity to enforce the code on its members due to lack of library legislation that gives authority to the Association to execute its powers on the erring members.

Zambia Library Association is aware of the importance of a code of ethics and its absence does not mean that the Association is weak. It tried before to establish a code of ethics but failed, and tried to lobby for library legislation which was not a success due to the changes in the Ministry of Education or simply because the Association did not have the right priorities in place. If ZLA were to establish a code of ethics its major role would be that of being the driving force. The majority of the respondents indicated that they would apply the code as soon as it was established.

The research has revealed that not all professional librarians in Zambia are members of the Zambia Library Association. In fact from the study, there is an indication that there is only a fraction of professional librarians registered as individual members of the Association.

Finally, it would be in the best interest of the Association and the profession as well if all professional librarians registered as individual members of the Zambia Library Association. Lastly, Mason (2008: 2) believes that once the code of ethics is developed, “it must not be a hollow statement written to satisfy the public or library boards. It must be the embodiment of the principles and convictions that librarians historically hold dear, and must focus on the way we do our work and whether or not we perform in a way that can honestly be called professional.” Zambian professionals must be responsible enough to adhere to the code of ethics once it is developed so that it does not end up as an empty and hollow statement.

5.7 Recommendations

As a follow up to the study findings, the following recommendations could help Zambia Library Association as the local governing body of the profession, to redress the issues concerning the Library Act and the code of ethics for librarians in Zambia. It is hoped that the recommendations to the government, through the Ministry of Education will realise the importance of recognising libraries as important institutions in the socio-economic development of the country. It is hoped that the realisation will make those in authority support Library legislation in this country.

- 5.7.1 Zambia Library Association must introduce a Register for all professional practicing librarians in the country, indicating their qualifications and the college/university attended.
- 5.7.2 As an Association of professionals, evaluate the past performance of the Association and identify its strengths and weaknesses.

- 5.7.3 Impress upon the Department of Library and Information Science in the School of Education UNZA, to introduce full courses on ethics and professional values. The Association should implore them so that the Department offers this ethical course to run from first year to fourth year. This will ensure that new graduates are fully educated on library ethical issues.
- 5.7.4 Organise and hold workshops to talk about ethical professional values in librarianship. This will benefit the already practicing librarians. These workshops will act as refresher courses and will bring librarians together to discuss their differences and similarities so that the differences are resolved and uniformity is achieved despite the lack of a code of ethics.
- 5.7.5 Make public the ZLA constitution so that all members of the profession are made aware of its contents. Before the Association establishes a code of ethics, the Association should include in the constitution a list of professional values that the profession in Zambia is committed to practice in the libraries. A list of these professional values should also be attached to membership cards.
- 5.7.6 Zambia Library Association must set up standard criteria of qualification for those who should practice librarianship.
- 5.7.7 Make use of the media to talk about libraries and librarianship so that the public can participate in these talks, this may help change the negative opinion that the general public have about librarians.
- 5.7.8 Lobby for Library Legislation for professional recognition and for libraries to be recognised and funded. Create subcommittees or a super committee in the association in addition to the Executive to specifically lobby for library legislation.
- 5.7.9 ZLA should research on how other library associations drafted their code of ethics. In addition, the Association should organise workshops and seminars to promote debates on the need for a codes of ethics. Draft a code of ethics while waiting for legislation.
- 5.7.10 ZLA should undertake a comparative study of library legislations, particularly in Africa in order to produce a library legislation best suited to the local environment

5.7.11 The Zambia Library Association should implement the code of ethics on its professionals at library/institutional level to start with by using the qualified professional members to monitor and evaluate the use or adherence to the values in the libraries.

5.7.12 ZLA should introduce a system that will encourage librarians to join the Association and make them be proud of their profession.

Future research

Low membership in the Association is an indication that there is apathy in the profession. It is therefore hoped that further research will investigate the reasons why there is apathy in the profession. Other researches should be on library legislation and the enforcement of the code of ethics so that it does not remain an empty statement with no authority.

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APPENDICES

APPENDIX A

University of Zambia library
P.O. Box 32379
LUSAKA

29th June, 2009

Dear Respondent,

**RE: QUESTIONNAIRE TO ASSESS THE NEED FOR A CODE OF ETHICS
FOR LIBRARIANS IN ZAMBIA**

I am a post graduate student at the University of Zambia carrying out an assessment survey on the need for a code of ethics for librarians in Zambia as part of my Master in Library and Information Studies (M.LIS) degree requirement.

You have been purposively selected as college/university librarian to assist in providing information for this research. Kindly complete the attached questionnaire.

All the information you give is confidential and will be used for academic purposes only. The information and the results of the questionnaire will be for the benefit of the library profession and as such, I am asking you to be as objective and open as much as you can in your answering the questions.

Thanking you in advance,

Celine Maluma-Mwafuililwa (Mrs.)

APPENDIX B

30th June, 2009

Dear Mr/ Mrs/ Dr.

RE: INTERVIEW GUIDE QUESTIONS: TO ASSESS THE NEED FOR A CODE OF CONDUCT FOR LIBRARIANS IN ZAMBIA

I am a postgraduate student at the University of Zambia in the department of Library and Information Studies, School of Education. I am in the process of collecting data for my research project mentioned above.

In order for me to conduct my study, I need to collect data necessary from Zambian librarians wherever they are. You have been selected to assist me collect as much data as I possibly can. So please allow me to ask you some questions, the length of the interview will be determined by your responses.

I assure confidentiality and anonymity to your answers as they will be exclusively be used for research purposes only.

Thanking you in advance.

Celine Maluma-Mwafuililwa (Mrs.)

APPENDIX C

QUESTIONNAIRE

TO

Assess the need for a code of ethics for librarians in Zambia

Please complete this questionnaire by either ticking in the appropriate space or by writing the answers in the given space:

Section A: Bio-data

1. Age
(a) 20-25 [] (b) 26-35 []
(c) 36-45 [] (d) 46 and above []
2. Gender
(a) Male [] (b) Female []
3. Highest academic qualifications attained
(a) Dip. LIS [] (b) B.A. LIS []
(c) M. LIS [] (c) PH.D. []
(e) Other []
4. Work experience in a library i.e. years of working as a librarian
(a) 1-5 [] (b) 6-10 []
(c) 11-15 [] (d) 16-20 []
(e) 21-25 [] (f) 26and above []
5. Type of library in which you are working
(a) University library [] (b) College library []
6. Are you a paid up member of the Zambia Library Association?
(a) Yes [] (b) No []
7. If yes, how long have you been a paid up member.....

Section B: Professional values in librarianship

8. In your opinion, is librarianship a profession?
(a) Yes [] (b) No []
9. Please explain your answer to question 8.....
.....
.....
.....
.....

10. As a member of the library profession, are there any professional values that you are

aware of?

- (a) Yes [] (b) No []

11. If the answer is yes, how did you become aware of these values?

- (a) They were taught in class []
(b) Through work experience in the library []
(c) At library workshops and conferences []
(d) Other please specify in the space below []
-

Below are some of the professional values commonly used in most libraries.

(12) Please tick the value(s) most applicable and practical to your library:

- (i) Patron service []
(ii) Intellectual freedom to information (no censoring of materials) []
(iii) Preservation of records/documents []
(iv) Providing equal access to materials and information []
(v) Promoting information literacy []
(vi) Selection of quality information and collection building []
(vii) Efficient management and organization of materials in the library []
(viii) Creating quality bibliographic records []
(ix) Professional neutrality, do you sometimes favor friends and relatives? []
(x) Protecting user confidentiality []

- (xi) Respect of copyright []

13 Indicate your frequency use of these values

- (i) Patron service
(a) Very often [] (b) Often []
(c) Sometimes [] (d) Never []
(ii) Intellectual freedom of information (availability of all resources, no censoring)
(a) Very often [] (b) Often []
(c) Sometimes [] (d) Never []
(iii) Preservation of records/documents
(a) Very often [] (b) Often []
(b) Sometimes [] (d) Never []
(iv) Providing equal access to materials and information
(a) Very often [] (b) Often []
(c) Sometimes [] (d) Never []
(v) Promoting information literacy
(a) Very often [] (b) Often []
(c) Sometimes [] (d) Never []
(vi) Selection of quality library materials and collection building
(a) Very often [] (b) Often []
(c) Sometimes [] (d) Never []
(vii) Efficient management and organization of materials in the library
(a) Very often [] (b) Often []

- (c) Sometimes []

(d) Never []
- (viii) Creating quality bibliographic records

(a) Very often []

(b) Often []

(c) Sometimes []

(d) Never []
- (ix) Professional neutrality (do you sometimes favor friends and relatives?)

(a) Very often []

(b) Often []

(c) Sometimes []

(d) Never []
- (x) Protecting user confidentiality

(a) Very often []

(b) Often []

(c) Sometimes []

(d) Never []
- (xi) Respect of copyright

(a) Very often []

(b) Often []

(c) Sometimes []

(d) Never []

14 What are your duties, and are these values helpful in your day to day work in the library?

- (a) Yes []

(b) No []

Please give an explanation for your answer as well as state your duties

.....

.....

.....

.....

15 Do you think there is need for these values to be taught in class to Library and Information Studies students?

- (a) Yes []

(b) No []

Please give an explanation for your answer.....

.....

.....

.....

.....

Section C: The Need for a code of ethics for librarians

16. What do you understand by a code of ethics?

- (a) A legal document for associations []

(b) A dictatorial instrument used by Associations against their members []

(c) Standards that regulate the behavior of professionals []

(d) Social guidelines []

17. Do you have an institutional code of ethics?

- (a) Yes []

(b) No []

18. If your answer to question 17 is yes, to what extent do you apply it in your day to day work in the library? Kindly give a few instances of when you use the institutional code of ethics in the library.....

.....

.....
.....
.....
.....
19. Does your particular library have any set of rules or guidelines for staff to adhere to while on duty in the library?

(a) Yes [] (b) No []

20. If the answer is yes, please mention any rules or guidelines for your library.....
.....
.....
.....

21. If your answer to question 19 is no, how do you come up with professional decisions in the course of your duties in the library?

(a) Use personal judgment []

(b) Use values picked from church and other social organizations []

(c) Use moral grounds []

(d) If other, please

specify.....

22. Are you aware of any code of ethics?

(a) Yes [] (b) No []

23. Please indicate any code of ethics or group of professionals with ethics that you are aware of.....
.....
.....

24. What do you understand by a library professional code of ethics?

(a) Rules for library users

[]

(b) List of disciplinary actions to be taken against erring members in the profession

[]

(c) Principles of conduct or standards to regulate the behavior of professionals

[]

(d) List of disciplinary actions to be taken against erring library users

[]

(e) Other please specify

25. Do you see any relevance for a code of ethics for librarians in Zambia?

(a) Yes [] (b) No []

Please give an explanation to the above question.....

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.....

26. In your own opinion, does the Zambia Library Association have the capacity to implement the code of ethics?

(a) Yes [] (b) No []
Kindly explain your answers.....

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.....

27. If the Zambia Library Association were to establish a code of ethics would you apply it?

(a) Yes [] (b) No []
Please explain your answer to the above question.....

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.....

Section D: The absence of a code of ethics and the performance of librarians in the course of their duties in the library.

28. As a professional, are you comfortable working without a code of ethics?

(a) Yes [] (b) No []
Explain your answer.....

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.....

29. To what extent does the absence of a code ethics negatively affect your work as a librarian?

(a) To a great extent [] (b) To some extent []

(c) Very little [] (d) Not at all []

30. Finally, in your own opinion do you think that it is important to establish our own code of ethics for librarians in Zambia?

(a) Yes [] (b) No []

31. Kindly explain the importance of establishing our own code of ethics for librarians in Zambia...

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Thank you very much for taking time to truthfully complete this questionnaire. Your answers will be beneficial to the practice of the profession.
THE END

APPENDIX D

INTERVIEW GUIDE FOR LIBRARIANS

To assess the need for a code of ethics for librarians in Zambia

Section A: Bio-data

1. Age?
2. What are your highest academic qualifications attained?
3. How long have been working or have you worked in the library?
4. What position do you hold in the library or you held in the library?
5. What type of library it is you working in or worked in?
6. What is your current job title?
7. Are you an active and paid up member of the Zambia Library Association?
8. How long have you been active members of the Zambia Library Association and what position have you held, if any?

Section B: Librarianship

1. In your opinion, is librarianship a profession? Please explain what makes you think it is a profession.
2. Who is a professional librarian in Zambia? Or who do you define as a professional (for Executive members to answer)
3. Do you think that the public in general highly regard librarians as professionals important in information provision?

Section C: Awareness of library ethical values

1. Are there any library ethical values included in the Zambia Library Association constitution?
2. Are you aware of any library ethical values which are internationally accepted in most countries?
3. If you are not aware of any library ethical values, how do you make professional decisions in your library? Please explain.
4. Do you attach any importance to these values? Can you please explain your answer?
5. Do you think it would be a good idea to introduce courses on ethical values in Library and Information Studies schools in Zambia?

Section D: The need for a code of ethics

1. Are you aware that in Zambia we do not have a code of ethics for librarians as professionals?
2. Are you also aware that the Zambian constitution demands that all professions establish codes of ethics for their professionals?
3. Are you comfortable working without a code of ethics?
4. Is the absence of a code of ethics negatively affecting your work as a professional librarian? Can you explain briefly how this absence affects your information provision in the library?
5. As a librarian, do you think that it is necessary to establish a code of ethics for library professionals in Zambia?
6. Why is it important to have a code of ethics for librarians in Zambia?
7. In your own opinion, what would be the role of the Zambia Library Association in the establishment of a code of ethics for librarians in Zambia?
8. Do you think that the Zambia Library Association has the capacity to establish a code of ethics in terms of: (a) qualified staff? (b) to enforce it in the absence of a library legislation?
9. Do we need to develop our own code of ethics or should we adopt a code of ethics from other library associations in the region?
10. Is the Zambia Library Association aware of the importance of the code of ethics for its profession? If so, why has it taken so long for the Zambia Library Association to develop a code of ethics for library professionals in Zambia?
11. Is the lack of a code of ethics for librarians a sign that the Zambia Library Association is weak?
12. As an association, how active are we as members of the International Federation of Libraries Associations (IFLA?) and to what extent do we subscribe to the standards, values and objectives of IFLA? How much do we participate to IFLA's activities?
13. Finally, do you have any other comment or anything you would like to add to this interview?

End of interview. Thank you very much for taking time off your busy schedule to discuss library ethical issues with me.

APPENDIX E **LIST OF COLLEGES AND UNIVERSITIES WHERE SAMPLE** **WAS CONSITITUTED**

College Libraries

1. Australian Institute of Business and Technology	-	Lusaka
2. Chainama College of Health Sciences	-	Lusaka
3. Cooperative College	-	Lusaka
4. Copper belt secondary Training College	-	Kitwe
5. Daghamagkshold Memorial Library	-	Kitwe
6. Evelyn Hone College	-	Lusaka
7. Kitwe Teacher College	-	Kitwe
8. Kwame Nkrumah Teacher Training College	-	Kabwe
9. Mufulira College of Teachers	-	Mufulira
10. National Institute of Public Administration	-	Lusaka
11. Natural Resource Development College	-	Lusaka
12. Niec School of Business studies	-	Ndola
13. Northern Technical College	-	Ndola
14. Zambia Centre for Accountancy Studies	-	Lusaka
15. Zambia Air services Training Institute	-	Lusaka
16. Zambia Institute of Advanced Legal Education	-	Lusaka
17. Zambia Institute of Business College Technical	-	Lusaka
18. Zambia Institute of Business College	-	Ndola
19. Zambia Institute for Special Education	-	Lusaka
20. Zambia Institute of Mass Communication	-	Lusaka
21. Zambia Institute of Business Sc. and Industrial Practice	-	Kitwe
22. Zambia Tele Communications College	-	Ndola

23. Zambia Police Training College Library	-	Lusaka
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University libraries

1. Cavendish University	-	Lusaka
2. Copper belt University	-	Kitwe
3. Mulungushi University	-	Kabwe
4. St Eugene DMI University	-	Lusaka
5. University of Zambia	-	Lusaka
6. Zambia Open University	-	Lusaka

Special/Public libraries

1. Bank of Zambia	-	Lusaka
2. Environmental Council of Zambia	-	Lusaka
3. National Assembly	-	Lusaka
4. Lusaka city library	-	Lusaka

Other institutions

1. American Centre	-	Interview informant	-	Lusaka
2. National Archives	-	Interview informants	-	Lusaka
3. Zambia Library Service	-	Interview informant	-	Lusaka