

A Multidimensional Study of Librarians' Attitude towards Lifelong Learning in Higher Education Institutions in Maharashtra

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ABSTRACT

Librarians in digital information fields need to pursue continuous education to acquire new skills and improve their library work. The research investigates how academic librarians in Maharashtra understand lifelong learning through five dimensions, including cognitive awareness, affective motivation, institutional support, perceived barriers, and behavioural participation in learning activities. The study employed a descriptive research design, with quantitative methods as its primary approach. The researchers collected data from 72 academic librarians working at colleges and universities across Maharashtra using a self-designed questionnaire distributed via the KoboToolbox online platform. The questionnaire required respondents to provide their demographic details and their opinions about lifelong learning through a five-point Likert scale. The researchers used MS Excel to analyse data. The results show that most librarians understand lifelong learning concepts and maintain positive attitudes about it. Most respondents believed that ongoing education is necessary to maintain professional skills, use new technologies, and enhance library operations. Many librarians complete workshops and webinars and online courses and professional association activities to develop their work-related abilities. The research shows that multiple obstacles prevent people from participating in continuous education because they cannot find time, have excessive job responsibilities and they face financial restrictions. Academic institutions need to improve their financial support systems to create professional development opportunities while maintaining educational resources for their employees. The research shows that academic libraries need more institutional support to develop their programs which help staff members achieve lifelong learning..

KEYWORDS: Lifelong Learning, Academic Librarians, Professional Development, Continuing Professional Development (CPD), Library and Information Science (LIS), Maharashtra State.

INTRODUCTION

The knowledge society demands that professionals from all fields embrace lifelong learning as an essential work requirement. Library and Information Science (LIS) professionals need to upgrade their skills continuously because

of technological developments and digital changes and research support services, and quality assurance systems. International organisations IFLA and UNESCO have established lifelong learning as an essential professional value that all information specialists should possess. Academic librarians have transformed their roles beyond book protection to become knowledge managers and digital facilitators and research partners. The assessment of lifelong learning enables organisations to evaluate their progress in professional development and their ability to deliver services within this domain. Library science professionals need to engage in specific activities that require continuous education throughout their careers. The first activity requires professionals to attend FDPs, workshops and seminars. The second activity requires professionals to complete online courses on SWAYAM and MOOC platforms. The third activity requires professionals to learn new software which includes automation tools. The fourth activity requires professionals to publish research papers. The fifth activity requires professionals to acquire digital competencies. The sixth activity requires professionals to develop soft skills which include leadership and communication skills.

Lifelong learning as a core professional value

Lifelong learning begins when one becomes fully aware of and appreciates its role in professional development. The cognitive dimension reflects librarians' knowledge and beliefs and their understanding that ongoing learning is essential for working in fast-changing information environments. Librarians in Library and Information Science must recognise the need to update their skills and maintain knowledge, as technology and digital resources continue to evolve in their profession. Librarians who maintain a strong drive for lifelong learning development use their learning to enhance their professional abilities and service delivery and to advance their careers.

While awareness is essential, lifelong learning is strongly influenced by an individual's emotional orientation toward learning. The affective dimension represents librarians' interest and motivation, as well as their enthusiasm and confidence in acquiring new knowledge and skills. Positive emotional attitudes towards learning encourage librarians to actively seek opportunities for professional growth. The librarians who possess the motivation and confidence to adapt to new developments will view lifelong learning as a continuous and meaningful process. Lifelong learning manifests through professional development activities that people choose to participate in. The behavioural dimension examines the extent to which librarians translate their knowledge and motivation into practical engagement with learning opportunities. Professional activities such as attending workshops and conferences, taking online courses, and reading professional literature demonstrate that people actively pursue lifelong learning. The dimension assesses how librarians incorporate ongoing learning into their work.

An organisation's institutional environment determines whether employees pursue lifelong learning activities. Institutional support refers to the encouragement, resources, and opportunities that workplaces provide to support employee professional development. When libraries provide financial support together with training programs and a positive educational environment, librarians tend to participate in lifelong learning activities. The institutional support that organisations provide functions as a support mechanism that helps librarians develop their professional skills through ongoing learning activities.

A Multidimensional Study of Librarians' Attitude towards Lifelong Learning in Higher Education Institutions in Maharashtra

Librarians understand the value of lifelong learning, yet face several obstacles that prevent them from participating in professional development. Learning engagement is disrupted when people face obstacles such as work duties, time constraints, financial problems, and a lack of support from their organisation, and personal obligations. Identifying these constraints is necessary to explain why people with positive attitudes toward lifelong learning choose not to participate in learning activities. The removal of these obstacles will enable organisations to establish better environments that support ongoing professional development.

STATEMENT OF THE PROBLEM

Librarians need to acquire new skills and understanding to manage digital resources and fulfil their essential research support role while addressing new user needs in the fast-changing information environment. Academic institutions require their staff to engage in continuous learning activities to sustain their professional qualifications and deliver effective library services to users.

The degree of lifelong learning participation among librarians is influenced by multiple factors that shape their professional development. The different elements of a lifelong learning attitude include practitioners' awareness of learning activities, their emotional drive to learn, their actual learning activities, their access to institutional resources, and their encounters with learning obstacles. The three dimensions of this study are influenced by different demographic variables, including gender, educational background, and work history.

Lifelong learning holds significant value for Library and Information Science, yet only a few studies have examined all its components as a unified whole. The study investigates how librarians perceive lifelong learning through cognitive, emotional, and active learning, as well as the institutional resources and learning obstacles that shape their professional development.

OBJECTIVES OF THE STUDY

1. To examine the overall attitude of librarians towards lifelong learning.
2. To assess librarians' awareness and understanding of the importance of lifelong learning in professional development.
3. To examine the level of motivation, interest, and emotional orientation of librarians towards lifelong learning.
4. To analyse the extent of librarians' participation in lifelong learning activities and professional development programs.
5. To investigate the role of institutional support in promoting lifelong learning among librarians.
6. To identify the major barriers faced by librarians in pursuing lifelong learning and continuous professional development.

LITERATURE REVIEW

The field of librarianship considers lifelong learning to be an essential value that supports librarians in developing their skills to meet technological challenges, global demands and multicultural needs and information literacy requirements ([2], [5], [7], and [8]). The dedication of school and public librarians to promoting lifelong learning among their patrons is evident in their work: teacher librarians consider themselves "lifelong learning coaches,"

while public librarians use the library as a vital space for informal, self-directed education ([9], [1]). The theoretical framework of librarianship requires librarians to stop functioning as basic information distributors and begin their new role as mentors who will teach users essential skills, including critical thinking, information literacy and self-directed learning ([1], [10], and [7]).

The cognitive dimension of lifelong learning in the LIS context centres on librarians' knowledge, beliefs and awareness of why and how they should continue their learning throughout their careers. Studies show that librarians need to understand that their formal degree has a "short life" because they must continuously develop new skills to navigate the changing technological environment of libraries ([14], [12]). The research requires professionals to know about various development platforms which include e-learning systems MOOCs, institutional continuing professional development programs and professional networks, while they need to understand how these platforms help organisations survive and develop new services and help their own career advancement ([3], [5], [13], [14], [15], and [11]). Librarians need to understand how digitalisation and AI technologies transform library operations, as these advancements create new challenges that require continuous learning throughout their careers ([13], [17], [16], [18]). The research establishes a connection between lifelong learning and metacognition which defines metacognition as the process of learning how to learn and its application when librarians and teacher librarians execute metacognitive reflection to monitor their cognitive processes while predicting their upcoming skill development needs and they perceive the library as a space which supports their ongoing education needs and those of their patrons ([19], [1]). The strong Continuing Professional Development (CPD) benefits, which librarians acknowledge, together with their belief in ongoing professional development and their capacity to adjust to new situations and their comprehension of how digital and instructional skills function as strategic resources, determine their CPD activities, which include workshops and online courses and all other continuous learning ([13], [14], [20], [12], and [21]).

The emotional aspect of lifelong learning enables librarians to pursue academic studies because their interest and enthusiasm and self-driven learning urge them to learn more. Research studies demonstrate that librarians will continue their professional development activities because they find satisfaction from their work and want to expand their expertise ([22], [14]). People who love their work and want to learn will dedicate more time to work-related training than they would to external benefits ([22], [23]). Librarians who demonstrate strong affective commitment and continuous learning motivation will achieve better job performance by adapting to technological advancements and service enhancements ([24], [14]). People maintain their work motivation in supportive emotional environments because active leaders who acknowledge others establish collegial ties and create positive work environments, which help people build self-confidence and professional self-esteem which leads them to join CPD activities ([22], [25], [26], [4], [27]). E-learning-based CPD programs enable lifelong learners to achieve higher satisfaction and continued learning through positive emotions, perceived program value, and received emotional assistance ([14], [28]). The combination of technophobia and low self-confidence, heavy workload demands and absence of institutional support leads to decreased participation in available activities ([14], [4], and [29]). The research shows that librarians need to feel motivated and confident, and to receive emotional support, before they will adopt new technologies and participate fully in CPD activities while maintaining their learning processes in libraries undergoing digital transformation.

A Multidimensional Study of Librarians' Attitude towards Lifelong Learning in Higher Education Institutions in Maharashtra

The behavioural dimension assesses whether librarians' beliefs about lifelong learning and their motivation for this purpose lead to tangible results which they demonstrate through their professional development activities. Research findings demonstrate that librarians acquire their CPD through multiple methods which include attending workshops and conferences and seminars and completing online learning courses and participating in company training sessions and becoming members of professional organisations ([14], [4], [30], and [31]). The reading of professional literature and the achievement of advanced certifications and the research publication or presentation activities represent the main methods that researchers use to demonstrate their active participation in the field ([4], [29], and [32]). The surveys from various regions reveal high yet inconsistent participation rates because most academic and public university librarians engage in CPD mainly to develop new skills which enhance their service delivery yet they only show occasional attendance patterns combined with their mentorship needs and their advanced training requirements and their digital skills development preferences ([4], [29], [33], and [31]). Systematic reviews demonstrate that when organizations provide many high-quality learning programs which offer learning incentives and organizational resources and professional associations enable their members to participate in their work their member organizations experience higher rates of continuing professional development activities and their members use e-learning programs and professional development academic communities and on-the-job training programs ([14], [21], [34], and [13]). The presence of time constraints and heavy workloads and insufficient funding and the low understanding of available opportunities and inadequate institutional policies together create obstacles that prevent people from attending programs even when they show interest in attending ([14], [4], [35], [36], and [13]). The research literature shows that librarians use observable CPD behaviours, which include event attendance and course completion and professional discourse contributions and learning community participation as essential indicators of their lifelong learning progress.

The practice of lifelong learning and professional growth for librarians depends on institutional backing, which functions as their key support system. Systematic reviews identify institutional support, active leadership, and learning-conducive work environments as core motivational factors driving participation in CPD activities ([22], [4], and [13]). The research shows that library staff members attend professional development events and publishing activities at higher rates when their libraries provide them with financial support and paid time off [37]. Librarians experience increased job satisfaction when they receive administrative backing and conference funding, which also strengthens their commitment to professional development [38]. Employees are more motivated when their managers thank them for their skills and abilities [26]. The presence of insufficient funding, excessive work demands, poor institutional facilities, and missing definitive CPD standards acts as a persistent obstacle that prevents people from pursuing training programs and e learning activities and academic conferences despite their strong desire to participate ([14], [11], [4], [13], [39], and [40]). According to research that investigates library learning environments, institutions can develop their educational programs through established approaches that include mentoring and job rotation and practice communities and time protection for learning. However, organisations face challenges to their success because of weak policy frameworks and inadequate institutional support ([34], [41], [39], [20], and [21]). The institutional support dimension, which includes organisational encouragement and financial and technical support and manageable workload and positive learning culture, serves as the main factor that determines librarians' capacity to learn throughout their lives.

Librarians face various challenges that prevent them from attending Continuing Professional Development (CPD) and e-learning programs. The primary challenge librarians' encounter is that their work responsibilities make it difficult for them to find available time. Librarians who manage multiple work responsibilities encounter challenges that prevent them from participating in training programs and workshops and conferences and online courses ([4], [42], [13], and [33]). The demanding nature of their work obligations creates barriers that stop employees from accessing e-learning platforms to pursue their professional development [14].

The financial limitations which exist because of decreased institutional funding and low salary levels and the expensive travel and course fee and self-financed education expenses create a major barrier which prevents librarians from pursuing additional educational opportunities ([14], [4], [42], [13], [43], and [44]). Librarians need institutional support for their professional development, which requires organisations to provide CPD programs and active management support and proper technical and infrastructural resources ([14], [11], [42], [13], [45], [46], and [22]).

Professionals in developing nations devote less time to ongoing education because they struggle to balance their personal obligations with their work responsibilities ([4], [13], and [43]). Librarians face multiple technological and resource-based challenges which include their broken ICT systems and their limited internet capabilities and their obsolete technological systems and their restricted access to training resources which block their progress in online professional development courses ([14], [11], [42], and [43]). The existing factors interact to create major barriers that prevent librarians from acquiring new professional competencies.

SCOPE AND LIMITATION OF THE STUDY

This research examines how librarians at academic institutions in Maharashtra State view their duty to learn throughout their professional lives. The research evaluates librarians' attitudes by using five factors which include cognitive awareness and affective motivation behavioural participation and institutional support and barriers that limit their ability to develop professionally. The research studies librarians who hold professional qualifications and work in higher education institutions to assess how their work experience and educational background affect their professional development. The research focuses on academic librarians in Maharashtra State who provided their personal data through a self-reported questionnaire. Therefore, the results cannot be applied to librarians working in different library types or living outside Maharashtra.

METHODOLOGY

The present study used a descriptive survey research design to investigate academic librarians' attitudes toward lifelong learning. The researchers used quantitative research methods to analyse three main aspects of lifelong learning which included cognitive and affective as well as behavioural and institutional support elements and barriers to learning. The study included academic librarians from colleges and universities across Maharashtra State. The study included 72 librarians who were chosen through online surveys which used KoBoToolbox to distribute the survey while maintaining representative samples of different educational backgrounds and institutional types and work experience.

A Multidimensional Study of Librarians' Attitude towards Lifelong Learning in Higher Education Institutions in Maharashtra

Researchers collected data through a self-developed questionnaire which included two parts to assess demographic information and measure respondents' attitudes. The attitude scale used a five-point Likert scale to measure librarians' attitudes toward lifelong learning across three selected dimensions. The researchers used Microsoft Excel to organise and analyse data which produced descriptive statistics that helped them understand study results.

ANALYSIS AND INTERPRETATION OF DATA

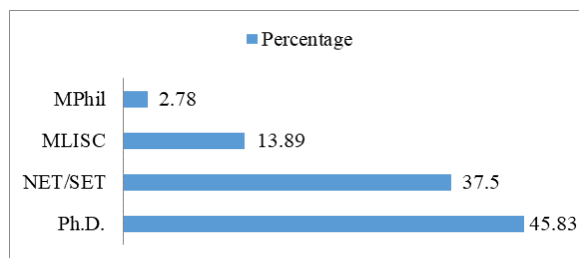


Figure no. 1 Designation

Demographic profile of the respondents:

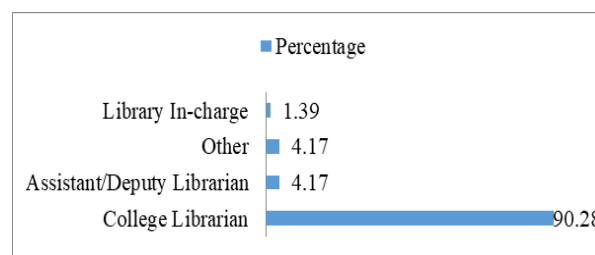


Figure no. 2 Qualification

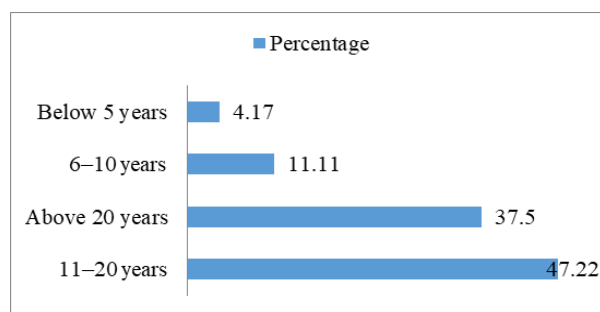


Figure no. 3 Professional Experience

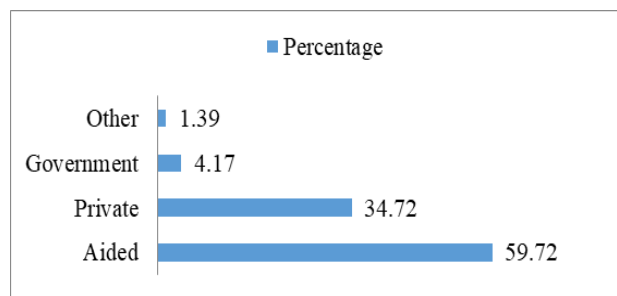


Figure no. 4 Nature of Institutes

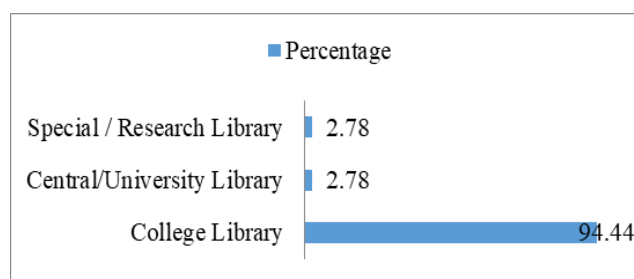


Figure no. 5 Types of Libraries

The demographic profile of the respondents provides important insights into the professional backgrounds, experience, and institutional affiliations of the librarians participating in the study.

Figure 2 shows that most respondents to the study hold advanced academic degrees: 45.83% hold PhD degrees, 37.5% hold NET/SET qualifications, 13.89% hold MLISC degrees, and 2.78% hold M.Phil. Degrees, demonstrating their high professional qualifications. Most librarians have worked in their field for 11 to 20 years, according to the study, which showed that 47.22% fit this category. Most respondents in the study have professional experience, as 47.22% of librarians have worked for 11 to 20 years, and 37.5% have more than 20 years of work experience (figure no. 3). Figure no. 1 shows that 90.28% of participants are College Librarians, while Assistant/Deputy Librarians and

Other categories each account for 4.17% of the study sample. The library in charge represents 1.39% of the study sample. The data mainly shows the professional work of senior library professionals. Most library staff members work at college libraries, according to figure no. 5, which showed that 94.44% of staff members work in these libraries. The study found that 59.72% of respondents work at aided institutions, whereas 34.72% work at private institutions. 4.17% of respondents work at government institutions, and 1.39% work at other types of institutions. The study results show that the main group of participants consists of experienced college librarians with high qualifications who work at accredited institutions.

The data show that respondents are a highly qualified group of academic librarians with extensive professional experience.

Table No. 1 Dimension 1: Cognitive (Knowledge & Awareness)

Lifelong learning is essential for librarians in the digital age.

Value	Frequency	Percentage
Strongly Agree	53	73.61
Agree	17	23.61
Strongly Disagree	1	1.39
Neutral	1	1.39

Continuous learning improves professional competence.

Value	Frequency	Percentage
Strongly Agree	51	70.83
Agree	19	26.39
Strongly Disagree	1	1.39
Neutral	1	1.39

I am aware of various platforms for professional development (MOOCs, FDPs, webinars).

Value	Frequency	Percentage
Strongly Agree	39	54.17
Agree	26	36.11
Neutral	6	8.33
Strongly Disagree	1	1.39

Lifelong learning helps in improving library services.

Value	Frequency	Percentage
Strongly Agree	46	63.89
Agree	21	29.17
Neutral	4	5.56
Strongly Disagree	1	1.39

A Multidimensional Study of Librarians' Attitude towards Lifelong Learning in Higher Education Institutions in Maharashtra

Knowledge of new technologies is necessary for career growth.

Value	Frequency	Percentage
Strongly Agree	54	75
Agree	14	19.44
Neutral	3	4.17
Strongly Disagree	1	1.39

This section looks at how librarians understand and are aware of lifelong learning. The data comes from 72 academic librarians in Maharashtra State and was analysed using frequency and percentage to see how they think about lifelong learning. For the first statement, “Lifelong learning is essential for librarians in the digital age,” most respondents’ strongly agreed (73.61%), and 23.61% agreed. Only 1.39% were neutral and 1.39% strongly disagreed. This shows that most librarians see continuous learning as important for keeping up with changes in library technology. When asked if “Continuous learning improves professional competence,” 70.83% strongly agreed and 26.39% agreed. Only 1.39% were neutral and 1.39% strongly disagreed. This suggests that librarians believe continuous learning helps them improve their skills and do their jobs better. For the statement “I am aware of various platforms for professional development,” 54.17% strongly agreed and 36.11% agreed. About 8.33% were neutral and 1.39% strongly disagreed. This means most librarians know about professional development platforms, but a few are still unsure. For the statement “Lifelong learning helps in improving library services,” 63.89% strongly agreed and 29.17% agreed. About 5.56% were neutral and 1.39% strongly disagreed. These results show that librarians see a strong link between continuous learning and better library services. For the statement “Knowledge of new technologies is necessary for career growth,” 75% strongly agreed and 19.44% agreed. About 4.17% were neutral and 1.39% strongly disagreed. This shows that librarians clearly see technology skills as important for moving forward in their careers.

Overall, the results show that most academic librarians value lifelong learning. They see it as important for building professional skills, keeping up with technology, and improving library services.

Table No. 2 Dimension 2: Affective (Interest & Motivation)

I enjoy learning new tools and technologies.

Value	Frequency	Percentage
Strongly Agree	41	56.94
Agree	29	40.28
Strongly Disagree	1	1.39
Neutral	1	1.39

I feel motivated to update my professional knowledge regularly.

Value	Frequency	Percentage
Strongly Agree	48	66.67
Agree	24	33.33

I am enthusiastic about attending training programs.

Value	Frequency	Percentage
Strongly Agree	39	54.17
Agree	28	38.89
Neutral	5	6.94

I believe lifelong learning enhances job satisfaction.

Value	Frequency	Percentage
Strongly Agree	42	58.33
Agree	24	33.33
Neutral	5	6.94
Disagree	1	1.39

I feel confident adapting to new changes in librarianship.

Value	Frequency	Percentage
Strongly Agree	41	56.94
Agree	28	38.89
Neutral	2	2.78

The section investigates librarians' responses regarding their emotional connection to lifelong learning, including their interest, motivation, enthusiasm, and confidence in learning. The researchers used frequency and percentage analyses to study the responses of 72 academic librarians from Maharashtra State. The statement "I enjoy learning new tools and technologies" received 56.94% who strongly agreed, 40.28% who agreed, 1.39% who stayed neutral, and 1.39% who strongly disagreed. The results show that most librarians demonstrate a positive attitude toward learning new technologies, which are vital skills for the changing digital information landscape. About 66.67% of respondents who responded to the statement "I feel motivated to update my professional knowledge" strongly agreed, while 33.33% agreed. No one who answered the question showed any signs of disagreement or neutrality. The result demonstrates that librarians possess strong inner drive to pursue ongoing professional development. About 54.17% of respondents strongly agreed with the statement "I am enthusiastic about attending training programs," while 38.89% agreed and 6.94% remained neutral. Most librarians show a strong interest in attending training sessions, which help them improve their dedication to their work. 58.33% of respondents about the statement "I believe lifelong learning enhances job satisfaction" showed strong agreement, while 33.33% showed agreement, and 6.94% stayed neutral, and 1.39% showed disagreement. Librarians consider lifelong learning vital to achieving job satisfaction and professional happiness. The statement "I feel confident adapting to new changes in librarianship" received 56.94% strong agreement, 38.89% agreement, and 2.78% neutral responses. The findings show that most librarians demonstrate confidence when they need to adjust to new developments and changes in their profession.

A Multidimensional Study of Librarians' Attitude towards Lifelong Learning in Higher Education Institutions in Maharashtra

Overall, the findings regarding the affective dimension indicate that academic librarians possess a highly positive emotional orientation toward lifelong learning, demonstrating strong motivation, enthusiasm, and confidence in continually updating their professional knowledge and skills.

Table No. 3 Dimension 3: Behavioural (Practice & Participation)

I frequently attend workshops/seminars/webinars.

Value	Frequency	Percentage
Agree	37	51.39
Strongly Agree	21	29.17
Neutral	13	18.06
Strongly Disagree	1	1.39

I enrol in online courses for skill development.

Value	Frequency	Percentage
Agree	38	52.78
Strongly Agree	18	25
Neutral	13	18.06
Disagree	3	4.17

I read professional journals regularly.

Value	Frequency	Percentage
Agree	34	47.22
Neutral	21	29.17
Strongly Agree	13	18.06
Disagree	4	5.56

I apply newly learned skills in my library work.

Value	Frequency	Percentage
Agree	38	52.78
Strongly Agree	24	33.33
Neutral	8	11.11
Disagree	1	1.39

I participate in professional associations and activities.

Value	Frequency	Percentage
Agree	37	51.39
Strongly Agree	20	27.78
Neutral	13	18.06
Disagree	2	2.78

Most academic librarians engage in continuous learning activities, as indicated by results from the behavioural dimension. The study showed that 51.39% of respondents attended workshops and 29.17% attended workshops and seminars and webinars which showed their dedication to professional growth. The study showed that 52.78% of participants used online courses to improve their skills and 25% of participants used online courses to enhance their professional abilities which shows that people prefer digital learning platforms. The study found that 47.22% of participants used academic journals to stay updated on their professional knowledge, while 18.06% used them for the same purpose. The research discovered that librarians utilize their newly acquired training skills in their library tasks because 52.78% of participants confirmed this while 33.33% of participants confirmed the same. The study found that 51.39% of participants were members of professional associations, while 27.78% dedicated their time to them. The study results show that academic librarians maintain their professional development through active learning activities which they practice throughout their entire lifespan.

Table No. 4 Dimension 4: Institutional Support

My institution encourages professional development.

Value	Frequency	Percentage
Agree	38	52.78
Strongly Agree	25	34.72
Neutral	8	11.11
Strongly Disagree	1	1.39

I receive financial support for attending conferences/workshops.

Value	Frequency	Percentage
Neutral	18	25
Agree	17	23.61
Strongly Agree	17	23.61
Disagree	16	22.22
Strongly Disagree	4	5.56

My workload allows time for skill development.

Value	Frequency	Percentage
Agree	41	56.94
Neutral	12	16.67
Disagree	12	16.67
Strongly Agree	7	9.72

My management supports innovative ideas in the library.

Value	Frequency	Percentage
Agree	37	51.39
Neutral	16	22.22

A Multidimensional Study of Librarians' Attitude towards Lifelong Learning in Higher Education Institutions in Maharashtra

Strongly Agree	15	20.83
Disagree	3	4.17
Strongly Disagree	1	1.39

There is a positive learning culture in my institution.

Value	Frequency	Percentage
Agree	35	48.61
Strongly Agree	21	29.17
Neutral	12	16.67
Disagree	3	4.17

The analysis of the institutional support dimension shows that organisational factors play an important role in promoting lifelong learning among librarians. The respondents supported professional development because their institutions offered it, which was confirmed by 52.78% agreeing and 34.72% strongly agreeing with this statement. The financial support for conference and workshop attendance remains unstable, with only 23.61% agreeing and 23.61% strongly agreeing, while 25% remained neutral and 27.78% expressed disagreement. The majority of respondents (56.94%) believed their workload enabled them to develop skills, while 16.67% disagreed, indicating that some librarians still faced time limitations. Management support for innovative ideas received positive evaluations, with 51.39% of the sample agreeing and 20.83% strongly agreeing, while only a small group showed neutrality or disagreement. The respondents established an institutional culture through their assessment, which showed that 48.61% agreed and 29.17% strongly agreed that their institutions provide a positive learning environment. The research results demonstrate that most institutions support professional development through their learning cultures, but academic librarians need better financial support and better workload management to enhance their lifelong learning opportunities.

Table No. 5 Dimension 5: Barriers to Lifelong Learning

Lack of time prevents me from pursuing further learning.

Value	Frequency	Percentage
Agree	23	31.94
Neutral	18	25
Strongly Agree	17	23.61
Disagree	10	13.89
Strongly Disagree	4	5.56

Financial constraints limit my participation in training programs.

Value	Frequency	Percentage
Agree	25	34.72
Neutral	17	23.61
Disagree	16	22.22

Strongly Agree	10	13.89
Strongly Disagree	4	5.56

Heavy workload affects my ability to upgrade skills.

Value	Frequency	Percentage
Agree	24	33.33
Neutral	16	22.22
Strongly Agree	15	20.83
Disagree	12	16.67
Strongly Disagree	5	6.94

Lack of institutional support discourages learning.

Value	Frequency	Percentage
Neutral	21	29.17
Disagree	19	26.39
Agree	16	22.22
Strongly Disagree	9	12.5
Strongly Agree	7	9.72

Family responsibilities restrict my professional development.

Value	Frequency	Percentage
Disagree	21	29.17
Agree	19	26.39
Neutral	13	18.06
Strongly Agree	11	15.28
Strongly Disagree	7	9.72

The analysis of the barriers dimension shows that several factors affect librarians' participation in lifelong learning activities. Time constraints created a major obstacle: 31.94% of respondents and 23.61% reported that time constraints prevented them from pursuing additional learning, while 25% kept their opinions neutral. Financial limitations emerged as a training program obstacle, as 34.72% and 13.89% of participants confirmed that financial constraints restricted their ability to attend training programs, while 22.22% disagreed. Heavy workload became a skill development obstacle, as 33.33% and 20.83% of participants confirmed this, while 22.22% remained neutral. Perceptions regarding the lack of institutional support showed mixed results: 22.22% of participants agreed, 9.72% strongly agreed, and 26.39% disagreed. Family responsibilities elicited varied responses: 26.39% agreed, and 15.28% strongly agreed, while 29.17% disagreed. The researchers found that time restrictions and financial limitations, along with heavy workloads, constitute the major obstacles to lifelong learning, but institutional support, together with family obligations, has an intermediate effect on librarians' professional development.

RESULTS AND DISCUSSIONS

The present study examined academic librarians' attitudes towards lifelong learning across five key dimensions: cognitive awareness, affective motivation, behavioural participation, institutional support, and perceived barriers. The findings reveal that librarians generally have a positive attitude toward lifelong learning, recognising its importance for professional growth and for improved library services. The research results from the cognitive dimension demonstrate that academic librarians understand the value of lifelong learning. The respondents confirmed through their responses that lifelong learning is an essential requirement for work in the digital era and that developing new technological skills is the primary means of their professional advancement. The affective dimension shows that most librarians demonstrate positive attitudes, as they enjoy learning new tools and technologies and feel motivated to update their professional knowledge. The librarians believe that lifelong learning improves their job satisfaction and that they confidently handle changes in librarianship because they demonstrate a strong commitment to their ongoing professional development. The behavioural dimension demonstrates that numerous librarians dedicate themselves to continuous education through various methods, including participation in workshops, seminars, and webinars, online course studies, and professional journal reading, and the application of acquired knowledge to their professional duties. Many respondents reported membership in professional associations, yet some neutral responses indicate that people and organisations have different membership levels. Most institutions tested in the research show that they provide professional development opportunities while creating an environment which supports learning, according to the results about institutional support. The librarians reported that managers usually support their new concepts and offer them opportunities to acquire new competencies. The organisation needs to provide better institutional resources, as financial backing for conference attendance and training programs is not always available. The barriers dimension identifies several challenges that affect participation in lifelong learning. The research identified two primary obstacles: time limitations, excessive job duties, and financial difficulties. Institutional support and family obligations function as secondary barriers that limit certain librarians' ability to achieve their full professional development. The research findings show that academic librarians in Maharashtra express positive views of lifelong learning, yet they need stronger institutional support and fewer obstacles to achieve their ongoing professional development goals.

CONCLUSION

The present study investigates academic librarians' attitudes towards lifelong learning in Maharashtra by examining five key dimensions: cognitive awareness, affective motivation, behavioural participation, institutional support, and perceived barriers. The findings reveal that librarians demonstrate a high level of awareness regarding the significance of lifelong learning, particularly in adapting to technological advancements and enhancing the quality of library services. Most respondents believe that continuous learning helps them achieve their professional goals while they work in the fast-changing information industry. The results show that librarians have a positive emotional response toward lifelong learning, as they demonstrate strong motivation and enthusiasm and believe in their ability to acquire new professional knowledge and skills. Many librarians show their dedication to continuous learning by participating in various professional development activities, which include workshops and seminars and webinars and online courses, and professional association engagements. The study found that people who want to learn throughout their lives face multiple barriers that prevent them from achieving their learning goals, including time limitations, work requirements, and financial constraints. Most institutions support professional growth for their

employees, but they lack uniform systems to provide professional development resources and create learning environments.

Academic librarians in Maharashtra display positive attitudes that drive their commitment to lifelong learning. The library services need institutional support, enhancements, reductions in workload pressure, and professional development opportunities to achieve their goals of promoting lifelong learning and improving library service effectiveness and sustainability.

RECOMMENDATIONS

- Encouraging Professional Development: Academic institutions should support librarians by providing opportunities to participate in professional development activities, including workshops, seminars, webinars, and training programs that will improve their skills and professional development.
- Providing Financial Support: Institutions should provide financial assistance for librarians to attend conferences and workshops and training programs, which will help them achieve their educational goals through financial support.
- Creating a Supportive Learning Environment: Library management should foster a positive learning environment by providing time for staff to develop their skills while minimising their work responsibilities, thereby preventing them from attending professional development programs.
- Organising Continuous Training Programs: Professional associations and academic institutions should establish training programs and continuing education initiatives that enable librarians to learn about new technologies and automated operational techniques used in their field.
- Encouraging Self-Directed Learning: Librarians should establish their own learning paths through online course enrolment, professional reading, and active participation in academic communities, which will help them develop their professional expertise.

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A Multidimensional Study of Librarians' Attitude towards Lifelong Learning in Higher Education Institutions in Maharashtra

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