

**ASSESSING THE NEED FOR A CODE OF ETHICS FOR
LIBRARIANS IN ZAMBIA**

BY

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DECLARATION

I, Celine Maluma-Mwafuililwa, do declare that this Dissertation presents my own work, which has not been previously submitted for a degree at this or any other university.

SIGNED.....*Mwafuil.*

DATE.....*12/7/2010*

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APPROVAL

This dissertation of Celine Maluma-Mwafuililwa is approved as fulfilling part of the requirements for the award of Master of Library and Information Studies by the University of Zambia.

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ABSTRACT

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

To establish whether there were any professional values that librarians follow in the absence of a code of ethics, establish whether there was a need for a code of ethics for librarians in Zambia and to find out if in the absence of a code of ethics, the performance of librarians on duty was affected.

The study used a sample research design where 120 librarians from colleges, universities, special and public libraries were purposively sampled for the survey. Two research instruments were used to gather data for the study, questionnaires and interview schedule.

The study established that there were professional values that librarians adhered to in the absence of the code of ethics such as patron service, preservation of records, and equal access to information among others. The study also established that there was a need for a code of ethics for librarians in Zambia and that the absence of a code of ethics, affected the performance of librarians in the course of duty. Furthermore, the study has established that Zambia Library Association has the capacity to develop a code of ethics, but has no ability to enforce it due to the absence of library legislation in Zambia.

In conclusion, the study confirmed that librarianship in Zambia is a profession with shared professional values worldwide and in need of a code of ethics. The study therefore recommends that the Zambia Library Association develops a code of ethics for its professionals first and then lobby for library legislation.

DEDICATION

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**ALL THINGS ARE POSSIBLE FOR THOSE WHO BELIEVE IN GOD
ALMIGHTY**

MAY GOD BLESS YOU ALL

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LIST OF ABBREVIATIONS

ALA	American Library Association
CILIP	Chartered Institute of Library and Information Professionals
DRMS	Digital Rights Management Systems
EIFL	Electronic Information For Libraries
FAIFE	Free Access to Information and Freedom of Expression
FBI	Federal Bureau of Investigation
ICT	Information Communication Technologies
IFLA	International Federation of Library Associations
LIS	Library and Information Studies
MLIS	Master in Library and Information Studies
NRLS	Northern Rhodesia Library Service
TLA	Texas Library Association
TPMs	Technological Protection Measures
UDI	Unilateral Declaration of Independence
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNZA	University of Zambia
VSO	Voluntary Service Organisation
ZLA	Zambia Library Association
ZLS	Zambia Library Service

WORKING DEFINITIONS

Censorship: When some library materials are removed or kept away from library patron's access, and also when materials are restricted to particular patrons based on various grounds.

Code of ethics: Standards that regulate the behaviour of professionals

Copyright: It is the set of exclusive legal rights authors have over their works for a period of time. It is a branch of intellectual property law that protects the products of people's skill, labour or time.

Digital divide: The term is used to describe a situation where there is a gap between those who can effectively use new information communication tools, such as the internet and those who cannot.

Digital Rights Management Systems: It is a generic term for a suite of technologies that identify, protect and manage intellectual property in digital form.

Ethics: Is a discipline, a science of our principles which involves the study of the concepts involved in practical reasoning: good, right, obligation, virtue, freedom rationality and choice.

Ethical dilemmas: Refers to a quandary that librarians find themselves in when they have to decide if they should act in a way that might help another person or group, and is the right thing to do, even though it might be against their own self-interest. It is a right versus right, which occurs when values are in conflict.

Intellectual freedom: The rights to seek receive and disseminate information from all points of view without restriction.

Legislation or "statutory law": It is a law enacted by a legislature or other governing body. The term may refer to a single law, or the collective body of enacted law. Before an item of legislation becomes a law it may be know as a bill. Legislation has many purposes such as: to regulate, authorise, to provide (funding), to sanction, to grant, to declare and restrict.

Morality: It consists of thinking and acting in a good way.

Professional values: The core principle business of the profession. Values are also known as generalized abstract ideas held by individuals or groups about what is desirable, proper, good or bad.

Technological Protection Measures: A means of controlling access to and use of digital content by technological means i.e. through hardware or soft ware or a combination of both. Commonly used to prevent unauthorised copying.

CHAPTER 1

Introduction

1.0 Background

Libraries are institutions found within communities and are designed by communities to give a service depending upon the social demands within that particular environment. Libraries are buildings containing books/materials for reading, and research purposes, or a collection of information resources usually for a designated set of users. Librarians are custodians of libraries; trained to collect print and non-print documents, organise and maintain them for users. Librarians are therefore responsible for bringing together information (books and other recorded documents) and users (readers). In so doing, they fulfill Ranganathan's five laws of library science, namely:

- 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)

This therefore makes the library service and library profession essentially client-oriented and as such in need of a code of ethics for both legal and moral reasons. A code of ethics is common in most professions in the world and in Zambia a number of professions for example the medical profession, the legal profession, the engineers' profession, all have codes of ethics for their members. A code of ethics reflects a profession's customs or standards so that it is recognised and respected in society. The library profession in Zambia unlike other countries, and despite being a member of the International Federation of Library Associations (IFLA), does not have a code of ethics for its professionals. It is for this reason that the research was conducted to assess the need for a code of ethics for librarians in Zambia.

1.1 Libraries

Libraries are probably as old as the written word. “The first libraries established in the Near East about 3500 B.C., were repositories of clay tablets and papyrus scrolls that recorded such information as vital statistics, boundaries of land and other political events” (Lundu, 1982: p.63). Mason (2008) also observed that libraries are indeed repositories for humanity’s knowledge, and they are our past, our present and our future. This is so because libraries preserve today’s knowledge for future generations to use.

Libraries in societies change as societies that created them continue with the process of transformation. The consequence of this process of transformation in societies has been the emergence of a variety of libraries in response to the changing needs of the communities in which these libraries are located. The basic categories of libraries the world over are namely: public libraries, school libraries, special libraries, academic and national libraries. Academic libraries comprise college and university libraries. The types of libraries are characterised by the services expected by communities they serve.

Public libraries are a public property funded by public funds. In Zambia public libraries are under the authority of local government (operated as city council libraries). In addition to these city council libraries, there are also Zambia Library Service libraries found in all Provincial Headquarters under the Ministry of Education. Public libraries in industrialised countries are often linked to literacy programmes or education and publishing industry (Chiwaura, 1993). In Africa, public libraries though poorly funded and poorly managed due to lack of resources, play a major role in filling in gaps caused by insufficient schools and teachers. Public libraries are a most efficient means of making available on democratic basis informational and educational materials especially to nations whose majority of the population have little or no formal educational opportunities. Information found in these public libraries is not specialized and that is why they are able to meet the basic information needs of the general public.

School libraries are found within the school premises; this can be a secondary or a primary school. The school authorities usually appoint one of the teachers, preferably teacher of English language or history as the school librarian. The teacher librarian must have some special competence and professional knowledge about the materials of instruction in that school. The information resources in the school libraries are generally linked to the school curricula. Unlike public libraries, school libraries give a service to schools as institutions of learning, and provide character building, self-development and fulfillment of society's general educational goals and objectives for the individual as a person and as a member of the society (Lundu, 1982). School libraries are usually under the umbrella of government and maintained by school funds as authorised by the government Ministry of Education and any other organisations that help fund the school.

Special libraries are owned and operated by organisations to provide a specialised service to a particular group of people. The information resource collection in these libraries is highly specialised to serve only the needs and requirements of a certain category of users.

Academic libraries are found within higher institutions of learning such as colleges and universities. "The primary characteristics of academic libraries are the complete identification with their own institutions. Their measure of excellence is the extent to which their resources and services support the institution's objectives" (Gates, 1976: 191). A good example of such libraries is the University of Zambia Library. Its information provision is tailored to the teaching, learning, and research needs of the university community. It is maintained by an allocation of funds that come through the university as a grant from government and other international agencies. Its authority is linked to government machinery. According to Lundu (1982) academic libraries sometimes also serve as national reference libraries due to the huge collection of rich and diverse information resources they contain. They are central to research and other academic activities.

1.2 Functions of libraries

Libraries are referred to as cornerstones of democracy (Elkin and Lonsdale, 1996). It is argued that every democratic society demands that the masses, the source of authority, should be well informed and knowledgeable. Although the majority of the masses may receive this knowledge and information in schools, the work of a classroom or university lecture theatre is not complete without the backing of libraries. Therefore, a library is an indispensable companion to education at all levels in every society (Nyangoni, 1981). In fact, in today's modern societies, libraries are especially important because education systems are putting more and more emphasis on independent learning. Modern societies have realised that information is a key raw material to development, and that this can only be freely and easily accessible through the use of libraries that play the unique functions of acquiring/collecting, organising, disseminating or offering for use and preserving publicly available materials irrespective of the form in which it is packaged (print or any other non print format) so that, when it is needed, it can be retrieved, used and placed back in readiness for other requests (Ryynanen, 1999: 1).

Other than archives, records and documentation centers, libraries are therefore institutions that are able to carry out such activities for current and future generations through research, preservation and transmission of culture. These unique library functions of collecting, organising and disseminating information, explain why libraries are referred to as gateways and maps to the universe of information. Elkin and Lonsdale (1996: 177) observe that

Good libraries can empower societies using the rich information stored within the confines of their walls. Libraries can unfetter our imaginations, disclose hitherto unrealised worlds, promote knowledge, induce pleasure, make us laugh, impart insights, challenge our misconceptions, assuage our fears, prick our conscience, inflame our sensibilities and provide professional refreshment. What we learn from good books and other resources in the library becomes part of us.

The information and knowledge gained from these library resources contribute to the socio-economic reconstruction and development of any society.

1.3 Challenges libraries face in executing their functions

Libraries as earlier indicated are institutions that are client-oriented and designed by communities they serve. These libraries are sometimes, if not most of the time, controlled by the communities they serve. Lor (2007) observed that libraries might fail in their functions of collecting, organising, disseminating and preserving materials if the information disseminated does not reach the intended users. Sometimes lack of recognition of the 4th law of Ranganathan's five laws of library science may lead to the library's failure to be effective and efficient. Lor further observed that libraries might fail in their functions because of the following two major societal barriers that hinder creation, transmission and reception of information:

- Political and cultural functions that tend to force libraries to censor their collection, an act against the freedom of expression and freedom of access to information. Librarians as intermediaries and disseminators of information need to disseminate information freely without any outside interference, users of this information need also to freely seek and receive information.
- Legal and economic functions which have to do with intellectual property (copyright), this one disadvantages equitable access to information by users especially those in poorer communities that cannot afford to buy textbooks but rather depend on reproduced copies (Lor, 2007: 3).

Other reasons for libraries' failure can be attributed to inadequate funding especially to buy books and other resources that may be required by users. The locality and the institution to which the library belongs to, matters a lot. In Zambia most libraries, seem to have difficulties in performing their functions largely because they are placed under the Ministry of Education which does not consider libraries as a priority in comparison

to the direct ministerial needs for classrooms and desks in schools. These and many more are some of the reasons that cause libraries to fail in their functions.

1.4 Librarians

In spite of the possibilities of libraries failing to meet all the informational needs of the patrons due to the above reasons, for each library to carry out its unique functions, requires someone with specialised skills and knowledgeable in acquiring the right materials for the library's clientele, organising and disseminating reading and other information resources to those who might need them. Mason (2008) pointed out that information available within the confines of the walls of libraries must be accessible to all people regardless of their status in society. This is only made possible through skilled personnel who know and understand the needs of the people in the community the library is located. This person is called a librarian.

Librarians are information professionals trained in library and information science, which is the organisation and management of information services. According to Downs and Delzell (1965) librarians consist of two major categories of staff and these are: the group of professional librarians who normally perform duties of an educational and research nature requiring professional training for competent performance, and the second group of staff usually consists of para-professional or sub-professional personnel responsible for more elementary routine and mechanical tasks. Both categories of librarians are found in academic, public, school, special libraries and even national as well as research libraries.

1.4.1 Qualifications of librarianship

In Western countries, a librarian is a professional with a minimum of a Masters degree in library and information sciences capable of analysing information needs, information services and materials required by users in different categories for the available resources. Elsewhere the situation is different, for instance, in most African countries it is common for anyone working in the library and carrying out routine tasks to be

referred to as a librarian by library users. This may be due to the fact that librarianship is relatively a new profession in Africa as compared to Western and industrialized countries.

1.4.2 Functions of librarians

Traditionally, librarians are custodians of libraries responsible for the collection and organisation of reading and research materials in their libraries. However, modern librarians are described as information experts in the information age dealing with information in different formats, such as books, video recordings, maps, and other graphic materials, electronic bibliographic databases and a wide range of digital resources. Librarians promote information literacy. Elkin and Lonsdale (1996) described librarians as gatekeepers to the world of information because it is the librarians who acquire, organise, preserve and make available to the users, books and other information resources in libraries. Jordan (2001: 14) made an observation that librarians the world over are described in many ways such as: “information editors, investigators, locators, gatekeepers, drivers, collectors, curators, producers, originators, guides, classifiers, advisors, educators, catalysts, facilitators, partners, standard bearers, researchers, navigators, storytellers, administrators, supervisors” etc. The list is endless because librarians are multifunctional in the information world.

In addition to the above duties performed by librarians in the various libraries and work areas, and because of their training in various research skills and techniques, training in ordering and cataloguing documents so that they are well organised for easy retrieval and use, librarians have been actively involved in:

Developing guides and directories on behalf of other organisations. They have also played an active role in providing coaching, training and support in developing both the formal skills and informal values around information and knowledge sharing and storing which are critical to organisations in the 21st century” (Jordan, 2001: 9).

These and many more demanding duties and functions performed by librarians have turned the various libraries in societies from “dust lonely museums of the past into modern active libraries with readers and researchers at various academic levels among books” (Gates, 1976: 241). This group of men and women with such a calling that requires specialised skills deserve the title of profession.

1.4.3 Librarianship as a profession

According to Gates (1976: 73) the term profession denotes a highly specialised knowledge and skill acquired at least in part by courses of more or less theoretical nature and not by practice alone, tested by some form of examination either at a university or some other recognised institution, and conveying to the person who possesses them considerable authority in relation to clients. The profession of librarianship dates as far back as 1853 when a group of teachers, librarians, scholars and others realised that the collection, organisation and management of books for public use in libraries can only be achieved through the consultation of librarians equipped with special skills and methods required to carry out these functions of a library which involves collecting organising and promoting the use of books (Gates, 1976).

In view of the above observations, it can be argued that librarianship is one of the oldest client centered professions in the world, perhaps next to the medical and legal profession. As a client-centered profession, it therefore demands standards of excellence, established rules of conduct and a sense of responsibility to its clients and the society in general. As already alluded to, professionalism comes through training in a university or any other recognised institution, but winning the professional respect, upgrading the image of the profession, library and information work rests on all librarians and other stake holders. It is for these reasons that this client-centered profession requires a code of ethics to maintain the standards of excellence through established rules of professional conduct.

well known rules are those known as the Ten Commandments, drawn up by the Prophet Moses over 3,000 years ago. Hill further pointed out that three of these commandments are actually part of library professional values and are very much relevant to information and documentation work. These are: behave honestly by not telling lies (thou shall not bear false witness), do not steal (thou shall not covet thy neighbors' property), and treat your fellow human beings with kindness, consideration and helpfulness (love thy neighbor as thyself) (Exodus 20:1-17). The Ten Commandments are a set of rules and standards of behaviour laid down by God himself for his people so as to regulate their behaviour. A code of ethics has similar principles hence the argument that the code is not something new in society.

A code of ethics has to do with own conscience which is a product of beliefs and rules drilled into us during childhood and later internalized in our adulthood, as a result, most people know how to behave though sometimes when faced with a crisis, may not know which defensible position is morally right. But for a profession, the ethically and morally correct behaviour is that which thinks of his client or the needs of the society in addition to fulfilling personal interests. Hill (1998: 73) further argued that morality consists of learning how to think and act in a good way and not solving moral problems. This statement on morality is highly related to a code of ethics, as it is an essential basis for thinking and acting in a good way. For a professional, to act morally is to behave ethically.

It is against this historical, biblical and moral background that society and professions at large attempt to draw up codes of ethics, though this action is sometimes interpreted as being a result of society attempting to make itself perfect by using a few individuals to impose their interpretation of perfection upon the rest by developing rules and standards of behavior called ethics (Hill, 1998). A professional code of ethics, though similar to the Ten Commandments is professional/client related and societal accountability overrides all other considerations that might be in conflict with ethics as will be discussed in ethical dilemmas. What is also essentially important in a code of ethics is

for professionals to act and think in a good way i.e. based on good and sound moral principles that take into account all possible immediate and long term social standards and professional principles (Hill, 1998).

1.5.2 Information ethics

According to Froellich (n.d.), information ethics have grown over the years not only as a discipline in library and information science but in other disciplines such as the media, journalism, computer science, management of information systems, business management, the Internet, philosophy, law, and medicine, to mention just a few. Froellich observed that this development resulted in a number of textbook and journal publications such as the principle of information ethics, computer ethics, ethics of information management, information ethics, journal of information ethics etc. by various researchers and professors for example, Robert Hauptman wrote one of the most well known articles entitled, **Ethical challenges in librarianship**; and Misty Smith who authored, **The Ethics of information provision** to name just a few. Other information ethical branches that have emerged are cyberethics concerned with ethical issues related only to Internet and cyberspace in areas concerning expert systems; and media ethics, where the term information ethics was used instead of media ethics where issues such as news, impartiality, lies, censorship and violence in the press were addressed. In the past, ethics were only associated with the credibility of the print media and reference sources in librarianship. But with the advent of Internet, there is need to also ethically assess and evaluate the credibility of web site publications as well. Froellich in his paper concluded that information ethics is a dynamic and evolving field, flowing from various disciplines and perspectives and cultures, critical in these times of intercultural exchange and dialog.

1.5.3 Professional code of ethics for librarians

Ethics are described as the inner-guiding moral principles, values and beliefs that professionals use to analyse or interpret a situation and then decide the right way to behave. Miller (2003) and Smith, (n.d.) observed that a professional code of ethics is

both a discipline and a code of principles that are upheld by a professional body, guiding them in making difficult decisions that support the goals and beliefs of the profession rather than making decisions based on personal values. Furthermore, it is a formal recognition of the profession's responsibilities with regard to a number of issues in the profession. According to Alemna (1995), Gates (1976) and Phiri (1986) in order for a group of persons to be recognised as a professional body, it must satisfy 6 (six) essential elements namely:

- It must have its own body of knowledge and techniques
- It must have a professional training for its members
- Its members should belong to a professional association with aims to develop and control the professional
- It must be service oriented to society
- It must generate its own literature to ensure intellectual development of its field
- It must have a code of ethics to regulate the conduct of its members

These 6 elements must be satisfied for a body to be recognised as a profession. In Zambia the library profession does adhere to most of the above elements required for the professionals but does not have a code of ethics. A code of ethics is the most important among all the essential elements required of a profession (Alemna, 1995; Gates, 1976; Phiri, 1986). It is a standard that professionals collectively strive to maintain when carrying out library chores and a formalisation of experiences into a set of rules, adopted by a profession because its members agree or accept to adhere to these rules including the restrictions. (Davidson and Kock, 2004). Members of the profession are expected to satisfy the above essential criteria and adhere to them. The same criteria are used to determine the extent to which the profession has established itself in any country (Phiri, 1986).

However, the code of ethics for librarians the world over is a relatively recent issue as compared to other professions such as the medical profession. Its formation requires a certain extent of professional consolidation and maturity in the association (Trushina, 2004). It may be for this reason that there are still some national library associations in the world that do not have a code of ethics (Horvat, 2003). Zambia is one of the countries that do not have a code of ethics for its library profession. Trushina (2004) further observed that even countries with library associations dating as far back as the 19th century are not yet able to recognise the need of developing a code of ethics for their library professionals. The Federal Union of German Library and Information Associations recently drew up a professional code of ethics on the basis of similar codes in other countries. This was only presented to the professional public at the Leipzig Conference in March 2007 (Schleihagen, 2007).

It is important to realise that no matter its length and how long it takes to develop it, a code of ethics is something more than a mere standard of professional conduct. Once developed, it must provide a framework for professional library values, it must further describe the aims and goals of library services, principles of relations with patrons and colleagues, library and government authorities and attitudes towards cultural heritage and development of information flows. Therefore, our moral purpose as ethical librarians is to serve our customers, making our collection relevant and accessible, as Miller (2003: 2) stated that every type of library that can provide efficient access to the increasing amount of information and materials that library users/patrons/clients not only need but also want, will most likely continue to have an important function and impact in the society and this is what every ethical librarian strives to achieve.

1.5.4 Librarians in academic libraries

Academic libraries serve students, faculty members and the general public as well. This population is usually large with varying information needs. Since it is the key role of librarians to provide access to information, librarians in these academic libraries more

than any other, need a code of ethics in order to serve this large academic population with consistency and fairness. According to Westphal (n.d.), there are four major ethical principles that academic librarians need to seriously adhere to and these are:

Censorship. Westphal believes that this occurs when materials are removed or kept away from library patrons' access and also when materials are restricted to particular patrons based on various grounds. In most cases censorship in academic libraries is done in the collection development section. It is done to ensure quality selection and collection building of library materials. Librarians in the collection development section must be aware of this nature of censoring because they could be denying some readers access to certain materials they censored. Librarians in academic libraries must also ensure that the library collection was professionally classified and clearly labeled by content to allow patrons to easily access a particular book they want to read. A library collection that is not professionally labeled and organised can lead a library patron away from the material they want.

Right to privacy. Westphal argues that the responsibility of an ethical academic librarian is to facilitate, and not monitor access to information. Librarians have the responsibility to maintain an environment respectful and protective of privacy of all users. Even users are expected to respect each other's privacy. It is an ethical and a legal obligation for librarians to protect users confidentiality.

Intellectual freedom of information. According to Westphal (n.d.) it is the right of every individual to both seek and receive information from all points of view without restriction, it provides for free access, to hold, receive and disseminate ideas or information. Intellectual freedom is actually the basis for a democratic society. Therefore, Westphal is of the opinion that librarians in academic libraries should be dedicated in providing the information in a variety of formats so that all library patrons at all levels of research are well informed in a democratic society.

Equal access to library materials. This simply means that patrons should not be denied access to materials on any ground or for any reason (Westphal n.d.). But a librarian requires taking action against any patron who misbehaves in the library or risks the safety of other library patrons. Patrons that disturb other library users must be restricted from use of the library because they discourage other library users from using the library. Further more, Westphal feels that librarians should consider the consequences of charging fees. Most academic libraries are known to charge fees to the general public; this means that those who cannot afford the fees cannot access library materials. The study done by Ball and Oppenheim (2005), revealed that majority of librarians felt that library charges are an acceptable restriction to services. This, lamentably defeats the key role of the library profession, which is provision of access to information to all who may require it.

1.5.5 The need for a code of ethics

Kawooya (2003) believed that a code of ethics is necessary because it holds together the profession at national level. Trushina (2004: 3) was of the opinion that a code of ethics

Urges members to comply with the rules and regulations of the associations, instruct members to comply with the national laws and policies and not to indulge in any activity which brings the profession into disrepute and also urges members to maintain high standards of service, keep abreast with new developments in the field and take responsibility to train new professionals.

Ball and Oppenheim (2005: 3) also favour a code of ethics because it is a tool for professional bodies to offer advice to its members, and to demonstrate that these bodies are committed to a particular stance when a member is in dispute with an employer. A code of ethics does work to the advantage of both the library staff and the clients as it regulates the manner in which they relate with each other. It guides librarians in making decisions that support the goals and beliefs of the profession rather than making decisions based on personal values and opinions. As effective mediators between humanity and the information in the libraries, librarians at whatever intellectual level,

they may operate, need more than theoretical knowledge and practical skill. They need a code of ethics to help them give a good service to even a “child absorbed in his first picture book or the most advanced scholar engaged in some esoteric enquiry” (Lundu, 1982: 148). Furthermore, a code of ethics helps librarians develop positive attitudes towards cultural heritage, to information flows and the professional research services.

A Professional code of ethics serves as a means for professional socialisation but, the understanding of the social functions of a code of ethics is based on the social contract theory, manifested through the relationship between the profession and the society as a whole (Shachaf, 2005). The library profession, like any other profession, receives benefits from and has a responsibility to society, and a code of ethics assures that the members of the profession are aware of this social relationship and stick to it. Hill (1998) summarizes the practical uses of the code of ethics as follows:

- A reminder to members and especially new members of the profession that being a member of the profession entails an obligation to conform to the standards of behaviour which are normal among members.
- It forms a basis for deciding whether a member who has behaved in an unusual way has offended against the principles of the profession.
- It is a written public statement that the profession is a responsible one and
- The code is a basis for defending ones’ proper actions against outside pressure and interference.

In addition, Byrne (2007: 2) observed that ethical practices ‘require commitment, reflection, and perseverance, it is a body of moral knowledge and a facility in moral reasoning’. A profession must be aware of self-deception by cultivating openness of mind, existential vigilance and skeptical sensibility.

Davidson and Kock (2004) noted that there are problems and disadvantages to be considered in relation to a code of ethics such as:

- Whether the so-called standards outlined in a code of ethics are obligatory or are merely an aspiration
- Whether such a code is desirable or feasible
- Whether ethical values stated in a code of ethics are universal or are culturally relativistic

1.5.6 International Federation of Library Associations and the promotion of codes of ethics

The International Federation of Library Associations (IFLA) was established in 1927. According to Lor (2007) IFLA is an international non-governmental organisation with membership in 150 countries worldwide to which Zambia is a registered member. During its long history and advocacy in the field of information and library services to communities and societies at large, IFLA as a federation of library associations, has been concerned with the development and promotion of library associations as well as the advancement of both the practice and the standing of library services and librarianship as a profession worldwide. IFLA's core values include a number of essentially ethical issues such as: freedom of access to information and freedom of expression, universal and equitable access to information, quality information and library services among others (Lor, 2007). For IFLA to achieve these values of freedom to information, IFLA established a committee to implement and advise them accordingly. Hence the establishment of Free Access to Information and Freedom of Expression (FAIFE).

Byrne (2007) argues that at international level, FAIFE worked hard to promote the importance of professional codes of ethics and encouraged member associations to establish such codes or strengthen the already existing codes. IFLA/FAIFE collected codes for inclusion on its website and assisted in a number of projects such as compilation of international surveys of ethics for libraries and information services. By publishing the codes on the Internet, IFLA and its member associations place high expectations on both the libraries and librarians.

1.5.7 Library associations and codes of ethics

An Association is comprised of a group professionals with similar interests and objectives. Associations help professionals speak with one voice on issues that concern them in their profession. Library associations are therefore a collective and a public voice of library professionals, they bring library professionals at different academic levels together and provide a professional cohesion (Alemna, 1995). It is through library associations that librarians organise themselves as professionals to create a forum for meeting, to exchange views and learn from each other so that similar problems and challenges can be collectively addressed.

According to Trushina (2005) the International Federation of Library Associations (IFLA) recommends that library associations should develop a code of ethics because the code of ethics is the instrument, which conveys to the public and the government the seriousness and responsibilities of the profession. Schleihagen (2007) believes it is probably due to this recommendation of IFLA/FAIFE that library associations in many countries around the world have since established professional codes of ethics.

1.5.8 The role of library associations in promoting the code of ethics

It is the responsibility of library associations to recognize the need, to guide and regulate its members' professional behaviour and also to set standards against which individuals can measure their performance and express the value system of the profession to those outside the professional organisation (Shachaf, 2005). Therefore, the library association is the only appropriate body that can develop a well-coordinated and uniform code of ethics in the interest of the profession. Through the code of ethics, the association reflects its aims and objectives so that the profession's well being and its integrity are not questioned.

According to Kawooya (n.d.), it is the library association's leaderships that is in a better position to work with governments on matters such as standardisation, regulation of the

profession through a code of ethics and a professional register, issue certificates to practitioners for those associations that give practicing certificates and set accreditation procedures of training programs among other issues including watching over its members. Furthermore, the association is responsible for administering and ensuring that the members of the profession adhere to the code of ethics so that in case of doubt regarding professional conduct, clarifications and directions may be obtained from the Association. An association through a code of ethics ensures that the members conduct themselves in such a way as not to bring the profession into disrepute (Uganda Library Association, 2006). Failure to comply with the requirements of the code, and if found guilty by the Association's disciplinary committee, the erring member is liable to expulsion or suspension or reprimanded depending on the association's agreed terms of conduct.

Despite all the difficulties, library associations have indeed tried to guide and assist both institutions and individual librarians to prepare ethical statements, which require librarians to provide the best possible access to information required by the library patrons, which is one of the core values of the profession.

1.6 The development of libraries in Zambia

The development of both libraries and librarianship in Zambia before and after independence has been very slow as compared to other countries in the region that were under the same colonial rule. The Colonial rulers neither saw the need and importance of establishing well developed libraries in Zambia nor the need of training local librarians to manage and organize libraries. After independence in 1964, the Zambian government followed the precedence of the colonial masters that seemed not to place much interest and importance in the development of both libraries and librarianship as a profession. Mwachimba (1981) has conducted a detailed research on the historic background of both the growth and development of libraries and librarianship as a profession in Zambia.

Mwacalimba in his research found that the first library that ever existed in Zambia was the mobile tin trunk library that was carried around by Dr. David Livingstone the first missionary to Zambia between 1853 and 1873. The first stationary library that was established in Livingstone as a subscription library in 1908 later followed. These subscription libraries multiplied in number and were established in most townships where they operated as clubs for club members who paid a fee for use. These libraries were in operation between 1928 and 1948. The majority of users of these libraries were the white population who could afford the use of subscription libraries. In 1959, the book box library scheme was introduced mainly to serve the African population. The system ensured that these books were regularly restocked with new books on exchange basis. This book box scheme continued to serve the African population until the formation of the Northern Rhodesia Library Service (NRLS) in 1962. In 1967, Zambia Library Service (ZLS) was established, marking the end of the book box library and saw the introduction of library centres that are still run by Zambia Library Service under the supervision of provincial librarians. The Colonial authority showed no interest in developing libraries in Zambia, but then even the new government of the Republic of Zambia followed the precedence of the colonial government, placing Zambia Library Service under the Ministry of Education, this further reducing the opportunity of building libraries as more attention was and is directed to building classrooms and other educational related infrastructure.

1.6.1 Growth of librarianship as a profession in Zambia

The growth of librarianship as a profession in Zambia has been as slow as the development of libraries. During the period of subscription and book box libraries up to the time of the formation of ZLS in 1967, there were no qualified Zambian librarians. The librarians were all expatriates, the majority of whom came in on Voluntary Service Organisation (VSO). According to Mwacalimba (1981) through the NRLS and later the ZLS made those in authority realise the importance of training Zambian librarians so that they take up administrative positions at ZLS instead of continuing to rely on expatriates.

The University of Zambia (UNZA) was established in 1965 and training of librarians in Zambia started in 1967 when the University of Zambia through the personal initiative of Mr. A.J. Loveday, the first University of Zambia Librarian, approved and included library studies within the University undergraduate degree and later on introduced a diploma and certificate program (Mwacalimba, 1981). This marked the beginning of librarianship as a profession among the indigenous Zambians. Later, Evelyn Hone College and Zambia Telecommunications College introduced the diploma and certificate programmes. By 1970, UNZA recorded three Zambian and one foreign degree graduates from UNZA. In 1971, there were a total of four Zambian degree graduates, one diploma and 23 certificate graduates (Phiri, 1986).

As a matter of interest, training of librarians in Zambia which came about through the personal initiative of Mr. Loveday, was a result of the Unilateral Declaration of Independence (UDI) in the then Southern Rhodesia, now Zimbabwe. Due to the UDI, the United Nations (UN) withdrew from Southern Rhodesia all projects that were sponsored by the UN agencies. This included United Nations Educational, Scientific and Cultural Organization (UNESCO) sponsored projects at the University College of Rhodesia, which were reassigned to the University of Zambia (Mwacalimba, 1981). Before the establishment of the University of Zambia soon after independence, the colonial authorities used to send Zambian students to outside universities to study in various fields but none in librarianship. The Zambian government too did not show much interest and did not see the importance of having qualified local librarians. Therefore, the need to train and have qualified librarians only became apparent with the establishment of the University of Zambia Library.

Unlike other professions, training of professional librarians at the University of Zambia has really been very slow especially when compared with Uganda and other countries in the region. It has taken the University of Zambia 41 years i.e. from 1967 to 2008 to consider introducing a master's degree programme in Library and Information Studies

(MLIS). Uganda introduced the Bachelor of Library and Information Science (BLIS) in 1989 and a Master of Science in Information Science (MSc. Info Sc.) in 1997 (Kawooya, 2003). This move generated the much needed leadership in Uganda Library Association (ULA) and other LIS institutions resulting in strong advocacy for professional recognition in that country. In Zambia, the first Masters and PhD. degree Zambian librarians were all trained outside the country and with that exposure most of them have since left the country for greener pastures, further weakening the already weak profession in terms of the number of educated professional librarians. Worse still, the government's placement of ZLS under the Ministry of Education also affected the rapid growth of the profession as first priority has always been given to needs directly related to educational issues. This has further affected the development of the library professional esteem at national level. Little attention was and is still paid to the needs of Zambia Library Service through inadequate funding that does not allow ZLS to provide adequate reading materials in all the provincial libraries and library centres across the country.

In terms of professional ethics, Zambia Library Association does not have a code of ethics to which its members are bound. No attempt so far has ever been made to try and establish a code of ethics, or even a draft code of ethics. The only attempt made was when they tried to lobby for legislation. According to Phiri (1986) an attempt was made in 1978 by the Zambia Library Association to get legal recognition for the professional association as a step toward formulating a code of ethics for librarians in Zambia. The move did not succeed due largely to the fact that the policy makers did not seem to understand, let alone appreciate, the profession's contribution to the Zambia society. Since then no other attempt has been made by the association to lobby for a legislation or formulation of a code of ethics for the profession. To this day, the Zambian library profession does not have a code of ethics.

1.7 Registration of the Zambia Library Association

In 1969, a group of qualified Zambian librarians came together and registered themselves as an Association; this was probably in response to the United Nations Educational Scientific and Cultural Organization (UNESCO) Seminar on Public Library Development for Africa, which was held in Ibadan Nigeria, in 1953. According to Alemna, (1995: 56) the

UNESCO Seminar not only provided the foundations of library development in African countries and a strong professional librarianship, but also the establishment of professional library associations in each country to unite all persons and institutions in all African countries interested in libraries and library development, to safe guard and promote the professional interests of librarians and to assist in promoting the establishment and development of libraries.

The registration of the Zambia Library Association (ZLA) was announced in the Zambia Gazette of April, 1969 and appeared as a Gazette notice no. 659 of 1969. The Association was registered under the Societies of Zambia Ordinance (Laws, vol. Viii, Cap 226), marking the birth of the Zambia Library Association (ZLA, 1969: 33).). The major objectives of the Association are to bring all members of the profession together, to unite and control the profession, be a public voice of all librarians in the country and encourage professionalism among all Zambian librarians (Phiri, 1986).

1.8 Statement of the problem

Professional code of ethics is the standard that regulates or the moral principles governing the behaviour of professionals. It is important as it helps professionals in making good ethical decisions. In Zambia, despite the long history of librarianship, the profession does not have a code of ethics; this raises the question of, how librarians as professionals regulate themselves in their practice. The problem of not having a code of ethics is that there is no consensus over the general principles regarding the practice of the profession (Phiri, 1986). The absence of the code of ethics means that the

association and its membership are not subjected to any legal and moral regulations. The library users are likely to receive poor services; consequently a positive public image for the library profession and the library work may not be achieved or maintained. Some librarians may not even be aware of any professional values since it is the code of ethics that states the values to which librarians are committed. Furthermore, lack of a code of ethics makes it difficult for policy makers to recognize the profession, as it is instrumental in letting the general public and the government in particular know the responsibilities of the profession. It is against this background that the research sought to assess if there is a need to establish a code of ethics for librarians in Zambia or not?

1.9 Purpose of the study

The purpose of the study was to assess the need for a code of ethics for librarians in Zambia.

The specific objectives of the study were:

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

1.10 Research questions

Based on the objectives of the study, the following were the research questions:

1. Are there any primary professional ethical values librarians in Zambia aware of?
2. If they are aware, to what extent do they practice these values in their libraries?
3. Is there a need to establish a code of ethics?
4. Is the absence of a code of ethics affecting the performance of librarians in the course of duty?

1.11 Significance of the study

The study hopes to raise awareness of the importance of a code of ethics for librarians in Zambia. It is further hoped that the findings of this study may contribute to improved information service provision in Zambian libraries. Lastly, it is hoped that the study may stimulate further research in this field.

CHAPTER 2

LITERATURE REVIEW

2.0 Overview

This chapter aims at reviewing literature on professional code of ethics for librarians. It is divided into 5 sections namely: (i) Surveys on knowledge, awareness and librarians' perceptions and attitudes to codes of ethics; (ii) professional ethical values in librarianship; (iii) ethical dilemmas in librarianship (vi) introduction of Information Communication Technologies in libraries (ICTs). (v) Enforcement and violation of the code of ethics.

Traditionally, librarians were collectors of knowledge, and providers of requested materials or information without questioning or considering the implications of their work or actions. Hauptman and Miltenoff (2005), both argued that earlier librarians did not even bear any responsibility for the theft or any bad result of their action in the library. However, as the profession grew, this attitude was later deemed to be irresponsible and is slowly being eroded so that it is now overtaken by professional code of ethics which makes librarians like any other profession responsible for their actions. It is in view of this that professional code of ethics deals with the standards of conduct employed by professionals and the moral judgment used by practicing professionals in their daily work. For a profession such as librarianship, with its history of advocacy to the freedom of access to information, and the right of the librarian to collect, organise and disseminate to the general public various types of materials that meet the needs of the clientele of that particular library be it academic, research, special or school and public library; a high standard of ethics should be one of the cornerstones of professional knowledge and practice.

2.1 Knowledge, awareness, attitudes and perceptions to the code of ethics

Library Associations are responsible for the establishment and promotion of ethics for their members. However, it is one thing to establish a code of ethics and another to ensure that members of the profession are knowledgeable and aware of the code of ethics and observe it. It is for this reason that a number of studies have been carried out to determine the knowledge, awareness and attitude of librarians towards the code of ethics. These will be discussed subsequently.

2.1.1 The United Kingdom Library Association Study

The Chartered Institute of Library and Information Profession (CILIP), is UK's chief professional association of library and information professionals. The CILIP developed a code of ethics in 1983. CILIP's code of ethics is regarded as a "supporting tool, framework to help information professionals manage the responsibilities and sensitivities which figure prominently in their work" (Ball and Oppenheim, 2005: 55). Essentially, this means that the CILIP code of ethics, like all codes of ethics is a guide used by librarians to serve and protect the public through information provision. It is also used to maintain good relationship between the professionals and their employers.

A study by Ball and Oppenheim (2005) on UK professional librarians and Library and Information Studies (LIS) students working in the library was to find out their knowledge, awareness and attitudes to the CILIP code of ethics, a comparison was made between the two groups. They observed that the UK practicing librarians were more knowledgeable, aware of the code of ethics and appreciated it more than the (LIS) students who were inclined to make decisions using personal opinions and judgment when faced with an ethical dilemma. A good example was when the students using their own opinions and not professional value of 'freedom of access to information' did not favour the idea of giving a book on fighting techniques to a violent looking man, concluding that he would use the book to learn more killing skills, probably murder somebody and leave the book at the scene of crime. According to library ethics, it is not

right for librarians to make assumptions or conclusions about a reader and what they intend to do with the book.

The research expected the Library and Information Studies students to be more liberal and more willing to uphold idealistic principles of the code than the practicing librarians because they were fresh from the class of ethics and values, whereas most practicing librarians never learnt about the code of ethics and values of librarianship in class. The overall result showed that “there is a fair level of teaching ethical issues, and only a mediocre level of student awareness of basic issues of the CILIP code” (Ball and Oppenheim, 2005: 60). This study also showed that it was one thing to learn about the code in class, but it takes practicing librarianship to know and appreciate the code. Most of the older practicing librarians did not learn the code of ethics in a classroom; they learnt it through discussions, at library conferences and other forums and appreciate it more through daily encounters in the library. Further more, the 74% of practicing librarians against the 47% of students who knew and were aware of the code of ethics shows that some librarians do not read their professional literature and are not so conversant with their code of ethics or understand what ethical values are all about.

2.1.2 The Texas Library Association Survey

According to Hoffman (2005) the Texas Library Association (TLA) adopted the American Library Association (ALA) code of ethics as its own code of ethics in 2002. From the survey that was conducted by Hoffman on Texas librarians, it was observed that over two thirds of the librarians were aware of the ALA code of ethics adopted by their association for their use. Half of them admitted that they kept a copy of the written code at their professional work places. It is in fact the longest serving members of the profession who made a point of keeping a copy of a code of ethics at their desks. The new entrants i.e. the fresh graduates from the Library and Information Studies (LIS) class did not keep a copy and worse still the majority of them were not aware of the existence of the ALA code. The reason why the experienced librarians kept a copy was to ensure that they referred to it whenever the need arose and when a difficult

decision had to be made. The code is used as a practical tool, a basis for making a decision. Furthermore, Hoffman (2005) observed that Texas librarians consciously applied the code of ethics and that they were happy with the provision of a code of ethics. The only problem was that sometimes it was in conflict with the institutional code of ethics. When such a situation arose, the librarian followed the institutional code of ethics and not the adopted ALA code of ethics even though the ALA code of ethics was correct.

2.1.3 The Illinois Public Library Directors Survey

According to Moorman (1995) the American Library Association code of ethics was adopted in 1939, and the last major revision to the code of ethics was done in 1985. Other researchers report that it is probably the oldest code of ethics for librarians in the world. Most literature on ALA does not criticise or report of complaints about the code of ethics by library staff and other committee members on any library forums, except for a few individuals who tried to reveal that the ALA code of ethics, though the oldest and revised several times, was far less known (Moorman, 1995: 139). Other researchers reported that the code of ethics had its own inadequacies and was less practically used by librarians. Since the above views were individually oriented and did not represent the views of the rest of the professionals, Moorman carried out a survey on the Illinois Public Library Directors to find out their knowledge and use of the ALA code of ethics. From the survey, Moorman observed that a good percentage or the majority of Illinois librarians were aware of the existence of the ALA code of ethics. They knew about it because their membership cards were sent to them with a printed document of the code of ethics. It was further verified that those who did not know about the existence of the code of ethics were not registered members of the association. Therefore, for librarians to be knowledgeable about their code of ethics, they need to be registered by their association. Knowledge about the code of ethics is not only through membership, but also through library association's publications, through colleagues at workplaces, through peers in the profession and the classroom.

Moorman's (1995) survey results showed that about half of sampled respondents admitted keeping a copy of the code of ethics at their work places and less than half referred to it for work related situations. Further observations revealed that most members of Illinois librarians were agreeable with the statements in the ALA code of ethics and that the document was adequate for their professional needs as a guide in the profession.

2.2 Professional values for librarians

Professional values are the core principle business of the profession or activities that professionals carry out in their daily work in the library in order to meet user's needs. These values may be defined as "generalised abstract ideas held by human individuals or groups about what is desirable, proper, good or bad" (Dole, Hurych and Koehler, 1999: 285). In their review of library ethics and values, Dole, Hurych and Koehler concluded that there were no standard definitions for values. Other researchers have argued that there was no agreement on whether there was a set of universal values, relevant to all people regardless of cultural background. Most researchers such as Hauptman (1999) and Vaagan (2004) cited some of the following values as core professional values for librarians:

- Intellectual freedom
- Protecting library users' right to privacy/confidentiality
- Intellectual property rights
- Professional neutrality
- Preservation of cultural record
- Equity of access
- Censorship and selection
- Administration; loyalties and other social issues.

Further research has shown that patron service though not included in the above list is the ethical value most identified by academic librarians (Dole, Hurych and Koehler, 1999). It is easier to understand what is meant by values, when one thinks of the essential duties of librarians in the library such as cataloguing, collection building,

patron service, etc. Holm and Vaagan's (2004: 216) survey on professional values among Norwegian librarians came up with the following list of professional values:

- Free access to materials and information
- Creation of culture of reading
- Spreading knowledge and literacy
- Professional neutrality and objectivity
- Encouragement and provision of lifelong learning
- Providing services to users (patron service)
- Providing equitable access to materials
- Promoting information literacy
- Encouragement of cultural diversity
- Preservation and maintenance of books/records
- Selection of quality information and collection building
- Efficient organisation and management of materials in the library
- Creation of quality bibliographic record
- Protection of user confidentiality
- Respect of copyright

The above list, which was a result of the survey on professional values of Norwegian librarians, corresponds to the contemporary professional values of the international library community. This means that these are values common in most libraries worldwide, if not in all libraries, especially in public and academic libraries. A further survey at international level done by Holm and Vaagan (2004: 213) at the request of IFLA indicated that out of all the professional values practiced in most libraries, the following 5 are the primary ethical and professional values for librarians and information professionals in most countries worldwide:

- Patron service,
- Intellectual freedom,
- Preservation of record,
- Equality of access
- Information literacy

These are the most important professional library values recognised worldwide and accepted by IFLA as International Professional Values. The values are stated in all codes of ethics and only differ in terms of preferences and phrasing in accordance to the

code of ethics adopted by each individual association. These values are also related to Ranganathan's Five Laws of Library Science earlier discussed in chapter one.

Dole, Hurych and Koehler (1999) in their paper on values for librarians in the information age, discovered some interesting trends between librarians in developed countries and the third world countries. Third world countries' librarians tend to support mostly information literacy values, while librarians from the developed nations emphasise on preservation of the record. Above all, academic librarians in both the developed and the underdeveloped regions tend to regard patron service and intellectual freedom as their top priority values. In their final conclusion on the survey of librarians' professional values among world regions, they summarised their findings as follows:

- “Nearly all librarians everywhere identify patron service as their first ethical principle value, followed by intellectual freedom, preservation of the record, equality of access, and information literacy.
- Where differences occur in value preference among library professionals, these are probably due to different information roles and responsibilities of these professionals.
- Other differences occur among library professionals in different countries and regions, these may be due to the responsibilities and concerns generated by the social and economic development status of the region or country” (Dole, Hurych and Koehler, 1999: 292).

2.2.1 Professional values in Norwegian librarianship

Holm and Vaagan (2004: 216) survey on Norwegian librarians in public and colleges/universities groups of professionals, observed that for both groups of librarians, free access to materials and information was top priority followed by promotion of information literacy. Though public libraries seem to value access to information more than colleges and universities, both groups also value promotion of knowledge and literacy. However, college and university librarians value provision of services to readers more than public libraries.

Public librarians favour free access to materials because of the nature of the libraries. Norwegian public libraries like most public libraries elsewhere offer information access and provision of information freely to all who enter their premises, they are open to all nationalities and cultures and require no special requirements for one to use them. Furthermore, materials in public libraries were collected on the basis of variety, quality and relevance to the intended clientele. They cover all subject areas and sometimes are very general and basic to meet the general public's information needs, hence the free access to materials. Public libraries are also committed to equitable access to lifelong learning, creation of culture of reading by allowing all to read/use the library (Holm and Vaagan, 2004).

College and university libraries are more of specialised kind of libraries than public libraries. They too give first preference to free access to information followed by spreading information literacy and spreading knowledge. These libraries collect materials mostly based on subjects related to the teaching and research requirements. The clientele is very much academic whose needs are highly specialised. Therefore, the survey by Holm and Vagaan revealed that professional value preferences of librarians may equally be determined by the type of library and user group in addition to the individual librarian's roles, and sometimes the region or country in which that library is located.

2.2.2 The case of Croatia

The Croatian study done by Horvat (2003) on professional values showed that not all professional values emphasised in a code of ethics were recognised and respected in the everyday working life of library and information professionals. To have the values emphasised in the code of ethics is one thing, to respect their content value is another. According to Horvat (2003) respect for professional values is in some cases contrary to what is stated in the code of ethics in some Croatian libraries. Horvat in his study observed that values such as: privacy or confidentiality, intellectual property rights and

professional relationship with colleagues, most Croatian librarians did not put into practice. On privacy, the study revealed that even personal data of staff was easily accessible not only to other members of staff, but even to library users. Privacy of Internet users could not be assured in all libraries. The same applied to intellectual property rights; this value is hardly an acceptable value. Horvat (2003: 6) reported that the practice of

Cut and paste and recreation of texts found not only on the website, but also in other sources was quite common. For instance, an academic librarian and a post graduate student downloaded a full text of his professors work and handed it in as his own, claiming that he had no time to write his own text.

All professional code of ethics have statements that are concerned with the good conduct to colleagues i.e. good professional relationship with colleagues, unfortunately, the study revealed that this one is equally not observed among the Croatian librarians. As far as the Croatian library community is concerned, the lack of empathy is easily observed.

This difference between the professionalism proclaimed in the code of ethics and the real life situation of not putting the values into practice is not unique to the Croatian librarians alone, it is a common situation in most libraries where personal beliefs, opinions and values of librarianship were at variance with the values stated in the code of ethics. Library practitioners sometimes do not support all the professional values declared in the codes of ethics as important professional values.

The Croatian study showed that most library associations had modern professional codes of ethics and professional library values for their librarians, which although similar at international level, their existence does not imply that they were adopted and accepted by the members of the profession. The research on Croatian librarians, confirmed that not all values are recognised and respected by librarians (Horvat, 2003).

Ninety-nine percent of librarians in the Croatian study did not recognise values such as privacy and copyright as worth being put into practice though they appear prominently in the international survey of professional values done on behalf of IFLA by prominent researchers such as Professor Robert Vaagan and others.

2.3 Ethical dilemmas in librarianship

Ethical dilemmas are said to occur when values are in conflict. Therefore an ethical dilemma refers to a quandary that librarians find themselves in when they have to decide if they should act in a way that might help another person or group, and is the right thing to do, even though it might be against their own self-interest (Jones and George, 2008: 160). There are a number of ethical challenges/dilemmas that are encountered by modern librarians as compared to the past when librarians had no ethical issues to consider, as a result, problems that arose in the course of their duty were simple and easily disposed off either administratively within the library or legally. In the modern information age, even legal interference is overruled by ethical considerations compared to the past when librarians did not care about their action and attitudes to patrons; they also did not bear responsibility to their colleagues, employers and society in general. Hauptman and Miltenoff (2005: 664) observed that, “they were information providers who provided information without considering the consequences of their work.”

According to Hannabuss and Gordon (1998) information is believed to be freely available to everyone and that it is found in homes, in the libraries, in offices, in the bookshops. It is available day and night. In a democratic society, it is important for information to be freely available so that the community is well informed and able to make free and informed choices. With the advent of Information Communication Technologies (ICTs), there is more information that is freely available than before as the Internet opens to an infinite cyber space of information.

This information has made ethics in modern librarianship to become a topic of increasing interest and librarians as information providers are now faced with numerous ethical challenges. These ethical challenges in information imply that professionals in information provision have to respond to inquiries completely, confidentially without prejudice, biasness and with equality (Hannabuss and Gordon, 1998). Honesty and confidentiality among others are challenges that librarians have to consider seriously in their day-to-day chores in the library. The world's famous example of a librarian's ethical dilemma that infringed on user privacy and confidentiality is the one involving the destruction of the World Trade Centre, on September 11, 2001. Hamilton (2005), Hauptman and Miltenoff (2005) reported that a Florida librarian violated the ethical values that protects the privacy and confidentiality of patron's activities by contacting the Federal Bureau of Investigation (FBI) with information relating to the patrons' use of the library. It is obvious that the librarian was in a dilemma, she had to reconcile her responsibility as a librarian committed to professional ethics by respecting the patron's confidentiality with her responsibility to society that she is equally accountable to as a librarian by exposing the confidentiality of the patron to the investigating security. The librarians' action could both be commended as well as criticised. Therefore to choose between right and right decision, is the librarian's dilemma as is in the case of the Florida librarian.

According to Holm and Vaagan (2004) international surveys have shown that patron service, intellectual freedom, preservation of record, equality of access to materials and information literacy are the primary ethical and professional values in most countries. Juznic et al (2001: 77) also observed that ethical dilemmas in librarianship were related to the above listed values that are in relation to a library material, its author(s) and users. These values that are general and are often entangled in ethical dilemmas, posing a big challenge to librarians.

Free access to information is known as a basic human right defined in Article 19 of the United Nations Universal Declaration of Human Rights. Librarians often find themselves at variance with this issue in terms of censoring materials for their libraries

and what materials should or should not be given to certain readers. Censorship as an ethical dilemma for librarians is the suppression of materials on grounds that they are objectionable and /or that they will cause harm to the reader (Hannabuss and Gordon 1998). Moorman (1995: 14) in his research suggested "librarians must resist all efforts by groups and individuals to censor library materials." Unfortunately, most librarians do not agree with this idea of not censoring library materials although it is against the value of upholding the principle of intellectual freedom to the information one needs (Moorman, 1995; Ball and Oppenheim, 2005; and Hoffman, 2005). The censorship issue is more crucial in school libraries than other libraries. When the issue of censorship was examined, Hoffman (2005) observed that school librarians clearly have a conflict supporting the issue of no censorship; school librarians believe that they should exercise censorship in the selection of materials for their libraries. Although academic librarians as well as public librarians support censoring of materials, the majority are school librarians because they consider the age of their clients and that they are also under pressure from school administrators and parents to exercise censorship of materials.

The "information professionals of Portugal are staunch defenders of access to information and make every effort to ensure that this attitude was matched by their continuously alerting people to all possible forms of censorship, and undertake not to allow their opinions to interfere in the freedom to access to information" (Trushina, 2004: 19). This implies that if a librarian was asked to withdraw a book in stock on religious or political grounds, the librarian will not listen to that demand, as doing so would be denying other readers access to that book. According to Hill (1998: 77) "an information profession shall not attempt to hide or censor information unless required to do so by the law of the land and even then not if to do so is contrary to universally accepted human right." Another form of censorship, which is unethical for librarians, is to hide or misplace a book so that other researchers do not find it.

Reference librarians need the code more than any other service area in the library; it is this section that is likely to experience more serious ethical dilemmas than any other

service area in any given library with or without a code of ethics in place. Juznic et al (2001) supported the idea that reference librarians should give information requested for even if the possible use of that information by the patron may be personally objectionable to the librarian. Ball and Oppenheim (2005) survey on UK librarians and student librarians, revealed that both professional librarians and the students feel that reference service should not be influenced by personal attitudes or the subject matter. When personal beliefs are in conflict with professional values enshrined in the code of ethics, the affected librarian should ask someone else to attend to that patron whose request is in conflict, perhaps religiously or culturally.

A survey was conducted on reference librarians in 13 libraries to find out how they responded to requests of ethical matter. Unfortunately, although all reference librarians in all 13 libraries involved in the survey did not refuse to help, they did not realise that they were in an ethical dilemma. They provided information that could cause harm to society all in the name of patron service, free access to information and intellectual freedom to information etc., discounting all moral obligations to society. Hauptman (1990:15) cited by Mason (2008: 2) called it a “dubious professional commitment to dispense information.” Librarians are accountable to society, and therefore expected not to blindly give information to patrons if there is a reason to suspect foul play or danger to society. Librarians especially those at reference service areas should be alert and be aware of what kind of materials are being requested for by their patrons. “Whenever there is a direct conflict between professional ethics and societal good, the latter must take precedence” (Mason, 2008:3). Despite the professional ethics, librarians’ duties fall to society, but at the same time, reference librarians should treat all patrons with respect even in the face of a crucial dilemma of right versus right; make the right decision even if it is against the professional values. There is no doubt that the librarians first priority is service to the library client in accordance with professional ethics but, it is also the duty of the librarian to ensure social security by sometimes denying a library patron harmful information with justifications and respect.

Still on ethical dilemmas, an investigation was carried out by Juznic et al (2001) on Slovenian public librarians' attitude to requests for ethically disputed items such as a book on suicide, pictures of dead bodies etc. One reader requested for information on how to commit suicide and the request was not considered disputable. Juznic et al observed that Slovenian librarians do not censor information including items that could be disputable in other libraries. The other argument is that most librarians are not familiar with all the materials in their libraries and therefore readers who are familiar with the library collection easily check out ethically disputed items without the librarian's awareness. Librarians belong to a profession that has an obligation to intellectual freedom based on free access to information, it is therefore the responsibility of all librarians to guarantee the right of free expression by making available all library's public facilities and services to all individuals and groups who need them (Trushina, 2004).

The dilemma that modern librarians face in information provision could be coined as "right –versus –right" (Hamilton, 2005: 3). According to the librarians' code of ethics, it is right to protect or honor library user confidentiality as well as what materials they access. It is also equally the librarians' responsibility to support the community or nation's quest for security, law and order. Ball and Oppenheim (2005) were of the opinion that although the majority of librarians feel that a patrons identity should be withheld or protected even if a request from the law enforcement demanded to know a particular patrons activities in the library, for instance if the police wanted to know the borrower of a library book found at the scene of crime. Other librarians felt that in reality it would be futile to defy the police or any investigating agency of the land and so they would comply with the law, after all librarians are accountable to society.

2.4 Enforcement of the code of ethics by library associations

Davidson and Kock (2004) were of the opinion that a code of ethics enables professionals to set out the ideals and responsibilities of the profession. Ball and Oppenheim (2005) supported this point by stated that a code of ethics is used by professional bodies to offer advice to its members and to demonstrate that these professional bodies were committed to a particular stance even when a member is in dispute with an employer or client. IFLA, as a mother body of these library associations stands for the promotion of the establishment of code of ethics by library associations. It is through the established codes of ethics that IFLA's core activity FAIFE could be achieved in libraries and by librarians. In response to this, many associations are drafting codes of ethics for their members. In fact, 46 out of 79 countries included in the 2005 IFLA/FAIFE World Report stated that they had adopted a code of ethics. Codes of ethics from 31 countries are presently listed on the FAIFE website (Hamilton, 2005: 2).

To establish a code of ethics is one thing, to enforce it or to ensure that members of the profession adhere to it is one big task that library associations the world over have to battle with, especially those library associations with no legal support at all. In most countries, membership to the association is voluntary and in most cases it is left to the individual to decide to respect the code of ethics or not. This results in the code of ethics to have no impact because it is not enforced on the members of the professional association. This makes the whole idea of shared professional standards become meaningless (Svara, 2007: 82). The Croatian study is a good example of librarians not respecting or not adhering to professional values embedded in the code of ethics. If the library association monitored adherence to the code, the Croatian librarians would respect copyright, confidentiality and privacy among others.

The ALA is one of the oldest library associations in the world, established in 1938, it never developed an enforcement procedure, and to this day does not enforce the code of ethics on its members (ALA, 2009). This is common to almost all library associations

except for the Chartered Institute of Library and Information Professionals (CILIP), the library association of the UK. Ball and Oppenheim (2005: 55) reported that the CILIP has the capacity to grant Chartership status on some of its members, that is why its code of ethics is equally enforceable.

For a professional association to be in position to enforce its code of ethics, perhaps it should be a licensing association that provides certificate of practice that can be withdrawn from a member. Better still the Association should have legal support through legislation and must have a Register for its membership. In the case of the library profession, membership to associations is voluntary, library associations do not provide practicing licenses to their members, do not issue certificate of practice and do not have a register of practicing librarians, as is the case with other professions. Worse still some library associations do not have library legislation and as such it is impossible to enforce the code of ethics on library professionals. This explains why the withdrawal of membership from the Association does not affect the individual librarian as he/she continues to work as a librarian outside the Association.

Although the code of ethics is not enforced by most library associations, it is still necessary to have it because the members need to recognise the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians and other library staff. Furthermore, it is an indication that members of the library profession are explicitly committed to the intellectual freedom, and the freedom of access to information, and that the library professionals have an obligation to ensure the free flow of information and ideas to the present and future generations (ALA, 2009). However, individual librarians are encouraged by the presence of a code of ethics, most of all, librarians as individuals make personal resolutions to live daily the values and principles stated in the code of ethics and be engaged in an ongoing process of professional growth, ethical self-reflection, and model ethical behaviour and decision making (ALA, 2009: 4).

2.4.1 Violation of the code of ethics

In the absence of established procedures to enforce a code of ethics, most library associations set up Disciplinary Committees to deal with issues of violation of the code. If found guilty by the committee, the erring member of the professional association could either be suspended from active membership of the association, or reprimanded by the committee privately or publicly in accordance with the associations laid down procedure of dealing with different types of violations of the code of ethics. Sometimes a member may be expelled from the association, but continues to work as an information professional (ALA, 2009 and Kawooya, n.d.).

The CILIP, the only association with a code of ethics that is enforceable apparently deals with issues of violation in a manner similar to other associations. Ball and Oppenheim (2005: 55) argued that the CILIP warns that where there appears a 'significant breach' of the code of ethics, this 'may be a matter for the Disciplinary Committee which has the capacity to admonish, to suspend or to expel its erring members from the CILIP'. But those expelled from the CILIP continue to work as information professionals outside the CILIP membership.

2.5 Information Communication Technology (ICT) and its impact on the code of ethics

The introduction of information communications technologies (ICTs) in libraries has brought about considerable debate as to whether the present codes of ethics in libraries are adequate to cover the issue of technologies in libraries, as they are considered to pose new ethical dilemmas (Mason, 2008). It is therefore believed that this extensive use of information technologies in libraries may require library professionals to rethink about their present codes of ethics. Cottrell (1999) supported and argued that new information technologies in libraries do require new ethical concepts, or at least substantial restructuring of traditional concepts. According to Mason, librarians tend to

think that ICTs had a negative effect on confidentiality and intellectual freedom. As a result of this opinion from librarians, these two ethical values were consistently developed in all codes of ethics because they were directly affected by the presence of ICTs in libraries through technological protection measures and digital rights management (TPMs and (DRMs). “TPMs are a means to controlling access to and use of digital content by technological means i.e. through hardware or software or a combination of both while DRM systems is a generic term for a suite of technologies which identify, protect and manage intellectual property in digital form” (eIFL –IP handbook on copyright, 2006: 1 and Stratton, 2006: 1). TPMs enforces the license terms for libraries as well and restricts access and use of information in the digital form, they also prevent unauthorised copying. Furthermore, the use of DRMs overrides the fundamental value of confidentiality and privacy protection for users because of their use of surveillances to monitor and collect information detailing how people access and use copyrighted materials. They provide copyright holders with detailed information about the reading, browsing, listening and viewing habits of library patrons. Furthermore, the presence of ICTs in libraries, issues of Exceptions and Limitations, which allow or permit libraries and librarians to reproduce or photocopy material for educational purposes are equally ignored.

This restricted access to information by these filtering gadgets is totally against the core mission of libraries and information centres and against the librarian’s ethical values. It was also true that most codes of ethics stipulated that librarians were not responsible for information content provided on the Internet, however, the use of TPMs and DRMs come into conflict with the professional values stated in the codes of ethics. Therefore, the presence of ICT in the libraries has indeed caused a serious ethical dilemma for librarians as information providers. Trushina (2004) observed that the presence of ICTs in the libraries could cause the codes of ethics lose their legitimacy character and the public lose confidence in the library profession. In view of the above, it was clear that the present codes of ethics were not adequately meant to cater for modern information provision in the face of technological progression. There was a serious need for library associations to develop new codes of ethics that would incorporate the use of ICTs in

libraries so that the new censorship levels, including anonymous censorship, violation of user privacy in Internet communications etc, could be covered in the code of ethics for librarians with skills needed to access information from the new databases on the internet and share their knowledge with their patrons (Mason, 2008).

In contrast, Hauptman and Motin (1994) cited by Cottrell (1999) argued that the new technology does not require new ethics. Hauptman and Motin further claim that terms such as cyberethics and virtual morality were not necessary and that although information technology in libraries resulted in complex systems, the basic ethical commitments remain the same. Furthermore, the traditional ethical considerations could continue to apply to issues of privacy, confidentiality and other aspects of networked communications.

2.6 Summary

The literature reviewed was based on a number of surveys and studies on ethics and professional values from various countries and regions of the world. The literature revealed that most librarians were aware of the importance of a code of ethics to the profession. Further findings indicated that it was mostly senior librarians who had been long in the profession who use the code of ethics in the course of duty, the fresh entrants in the profession did not practice ethical values as much as older professionals despite being taught in library schools.

The literature revealed that professional values were the core principle business of the library profession, and that in spite of that, not all library professionals adhere to all the professional values. Another point that came out clear in the literature was that, students could be taught ethical values in class, but they may not practice them. It takes experience and commitment to professional values, for one to practice them.

Furthermore the literature established that modern librarians were faced with ethical dilemmas that did not exist in the past when librarians were not responsible for their

actions in the library. Modern librarians were faced with the situation to choose between right and right.

The literature established that most library associations were not able to enforce a code of ethics because membership to the association was voluntary and that the law of the land does not legally support most of them. It was also revealed that disciplinary committees established by associations dealt with any violations to the code of ethics.

The introduction of ICTs in libraries have caused librarians to seriously rethink the codes of ethics developed in times dominated by print resources because the presence of technologies in libraries had negatively impacted the librarian's code of ethics.