Competencies of Librarians in CICM Higher Education Institutions: Towards A Proposed Capacity Building and Continuing Professional Development Plan

Febie G. Lanzuela

A dissertation in partial fulfilment of the requirement for the degree Doctor of Philosophy Major in Educational Management, Saint Mary's University, Bayombong, Nueva Vizcaya.

***Corresponding Author:** Febie G. Lanzuela, A dissertation in partial fulfilment of the requirement for the degree Doctor of Philosophy Major in Educational Management, Saint Mary's University, Bayombong, Nueva Vizcaya.*

ABSTRACT

This study investigated the competency level of the librarians in the four CICM Higher Education Institutions using quantitative and qualitative research approaches. The subjects of the study are 40 librarians of the four CICM HEIs. The main source of the data is a researcher made questionnaire adapted from the study of Fernandez and Buenrostro (2014) and patterned from the National Competency Based Standards for Filipino Librarians. To describe the profile of librarians, frequencies and percentages were computed and to describe the level of the self-assessed competency of the librarians, means and standard deviation were computed. Results show that the respondents' levels of competency range from being proficient to being advanced. Also the self-assessed level of competency of the respondents on the four categories of professional competencies in the light of the emerging trends in Library and Information Science is proficient. Some problems and issues identified by the librarians in relation to emerging trends in Library Information Science are slow internet connectivity, IT skills, e - resources, research, budget, preservation and cataloguing. Hence, these are factors to be considered in crafting a plan for capacity building. In addition the priority areas for capability building in line with the four categories of the professional competencies of librarians as encountered in the work place are on information technology skill, information literacy, research and e-resources. All librarians of the four CICM HEIs are willing to undergo training to upgrade personal competencies such as : (a) oral and written communication, (b) customer service that focuses on the study of user feedback, evaluation of the effectiveness of current services and adjusting services and practices to meet user demands; (c) on leadership capacitation, it must add anticipation and adaptation to changes and challenges; (d) in terms of ethics and values, it must focus on understanding privacy issues and protection of user confidentiality and providing equitable services to all users; (e) for interpersonal relationship, it must include understanding that organizations are inherently political (including libraries) and developing strategies to become an effective player; (f) in line with cultural competencies, it must focus on the participation in the institutionalization of cultural knowledge. In terms of professional competencies, the area on managing information resources must focus on preservation, collection management and cataloguing with the integration of RDA standards. In terms of managing information sources, topics such as information literacy, public service/ outreach and management information sources and services must be included. In the management of information tools and technologies, IT skills such as access to electronic resources to enhance computer skills must be considered. Another is to focus on software application and troubleshooting. In line with managing information organization, marketing and promotion, research skills/ project management and personnel management are seen as important.

Keywords: *Library Competency, Capability Building, Continuing Professional Development*

INTRODUCTION

"The speed of change in society seems to be constantly increasing all around us, and libraries need to keep pace with those changes to serve their communities as effectively as possible.

New technologies , new services, and new demands all combine to make the job of a librarian more complicated than it was a generation ago, or even five or ten years ago. To continue to not only to keep pace with the speed of these changes in service, but to get out ahead of them and ensure that the value of libraries is not overlooked, libraries need to have a good director as well as a staff to meet these challenges. Without a capable workforce to

overcome the current problems, libraries in the future may not be sustained." (Jordan, 2011, p.1)

What makes a good librarian? How do librarians know they have the competencies needed to effectively discharge their job? How do institutions know what to look for when recruiting librarians? What should the library profession provide in the college curriculum to prepare the would-be librarians?

There were no clear answers to these questions in the past, however, in the Philippines, the Commission on Higher Education (CHED) enforced the Policies and Standards for Bachelor of Library and Information Science (BLIS) Program thru CHED Memorandum No. 08, series of 2005 which was repealed by CMO No. 24, series of 2015. This is in accordance with the provisions of Republic Act (RA) 7722 known as "Higher Education Act of 1994".

The former course in Library Science was simply a specialization in 4-year degree course in Bachelor of Arts (AB) or in Bachelor of Science in Secondary Education. But "the new BLIS Program intends to make Library and Information Science education responsive to the challenges of society's changing information needs brought about by rapid technological changes, and in keeping with the need to make LIS professionals globally competitive" (Art. 1, sec. 1).

Thus, institutions offering Bachelor of Library and Information Science (BLIS) like the Congregatio Immaculati Cordis Mariae (CICM) Higher Education Institutions (HEIs) namely: Saint Mary's University in Bayombong, University of Saint Louis, in Tuguegarao, Saint Louis University in Baguio and Saint Louis College in La Union are mandated by the Commission on Higher Education (CHED) to comply with the CHED Memorandum Order no. 24 series of 2015 known as the Revised Policies, Standards and Guidelines for Bachelor of Library and Information Science (BLIS) Program (CHED, 2015).

Such order is also aligned with CMO 46, series of 2012 that specifies the implementation in shifting to competency-based standards/ outcomes based education that give importance to the competencies to be possessed by the graduates (CHED, 2012). Moreover, Resolution number 3, Series 2015 of the Professional Regulatory Board for Librarians adopted and promulgated the National Competency Based Standards for Filipino Librarians (NCBSFL) necessary to enhance and maintain high ethical, moral and professional standards of librarianship so as to cope with the changes of time.

Though the competency discussions have often been linked to societal trends wherein there is an impact of technology on the workforce and computer skills are demanded from workers, thus the importance of an educated and skilled workforce like that of the librarians is indeed needed. Hirsh (2012) opines that positive attitude of librarians should include demonstration of the ability to adapt to a changing environment.

Further, the library profession has been very closely experiencing the environmental forces of technological change, and the exploration of the issues on education, training, skill acquisition and competencies as well as the cultures in which new graduates are placed shifted over the last few decades. In addition, some libraries are being rocked by meager funds, higher expectations and close scrutiny.

Today's extremely competitive corporate atmospheres as well as the emphasis on pragmatics have brought problems and issues on competencies into sharper focus. Vision of competencies required to function as a well-rounded librarian in a changing technology based environment are explored and shared to meet the needs of the customers who are also technology driven. Thus, to have a clearer view on the librarians' competencies, the study of Fernandez and Buenrostro (2014) explains that librarians in Northern Luzon are professionally competent but need some intervention to enable them to gain confidence in demonstrating their competencies.

Therefore the stated issues paved way to the concept of life-long learning and the importance of re-tooling today's workers. This leads to a conclusion on the need to assess competencies and to further plan capacity building and professional development to address identified strengths, weaknesses and challenges that confront the librarians.

Having been employed for almost two decades as a librarian in a higher educational institution and doing various roles, the researcher felt a need to find answers to some questions that are particularly based on the newly adopted and promulgated NCBSFL such as: What are the skills that they are specifically very proficient at and very confident to perform? Which

knowledge and skills do they perform well but are not confident enough to demonstrate in their work?

On the other hand, which of the NCBSFL competencies are the librarians considered weak or not at all knowledgeable nor skillful? Do they need to undergo trainings to upgrade them?

In particular, are the librarians of CICM HEIs competent enough according to the NCBSFL tool?

It is then in this light that the researcher would like to study further the competencies of librarians which will motivate them to consider capability building and continuing professional development.

OBJECTIVE OF THE STUDY

This study determined the level of competency of the librarians in CICM HEIs and utilizes the results as a benchmark in crafting a capacity building and continuing professional development plan for competency upgrading.

Specifically, the study attempted to determine the following:

- Profile of the librarians in the CICM HEIs by
  - age;
  - sex;
  - educational qualification;
  - length of years in service;
  - nature of work as a librarian;
  - training sponsors; and
  - number of trainings attended on personal and professional competencies
- Self-assessed level of competencies in terms of the following domains in the National Competency Based Standards for Filipino Librarians:
  - Personal competencies in the following domains:
    - Communication
    - Customer Service
    - Leadership
    - Lifelong Learning and Personal Growth
    - Ethics and Values
    - Interpersonal Competencies
    - Cultural Competencies
  - Professional competencies in the following categories:

- Managing Information Resources
- Managing Information Services
- Managing Information Tools and Technology
- Managing Information Organization

- self-assessed competencies of the librarians in the light of the emerging trends in Library and Information Science which should be considered by CICM Libraries in the following areas:
  - Managing Information Resources
  - Managing Information Services
  - Managing Information Tools and Technology
  - Managing Information Organizations
- capability building and professional development plan that can be proposed to address the librarians' competency weaknesses

THEORETICAL FRAMEWORK OF THE STUDY

This study is essentially anchored on Resolution No. 03, series of 2015, known as "Prescription, Adoption and Promulgation of a National Competency-Based Standards for Filipino Librarians", which has undergone several undertakings by the Office of the Professional Regulatory Board for Librarians, in collaboration with the Philippine Librarians' Association, Inc.

(PLAI), as well as the CHED, prior to its date of affectivity on October 14, 2015.

Excerpts of PRC-BL Res. 03, s. 2015 states:

- Section 8, Art. II of RA No. 9246, the Philippine Librarianship Act of 2003, vests upon the Professional Regulatory Board for Librarians power to promulgate and administer rules and regulations necessary to carry out the provisions of the law; and to look into the conditions affecting the practice of librarianship, and when necessary, adopt such measures as may be deemed proper for the enhancement and maintenance of high ethical, moral and professional standards of librarianship;
- Section 8 (h) of supra law mandates the Board to prescribed and adopts a code of ethical and a code of technical standards for librarians;
- The Code of Technical Standards for Librarians shall establish and prescribe the National competency-based standards that shall be observed by Filipino librarians in

the Librarians deemed to be an integral part or component of the Continuing Professional Development (CPD), of all registered and licensed librarians;

- In view of the need to develop and formulate competency standards for the library professional, the Board conducted consultative workshops on July 05, 2012 and September 09, 2012, which was participated in by members of the different library associations a well as forty (40) other librarians representing all types of libraries in the country;

- on November 20-22, 2013 National Congress and General Assembly of the Philippine Librarians Association, Inc.(PLAI), the output of the July 05, 2012 and September 05, 2012 workshops entitled "National Competency-Based Standards for Filipino Librarians was presented and which eventually was favourably endorsed by the

three hundred sixty-seven (367) librarian-participants for adoption and promulgation by the Board"…

The PRC Board for Librarians, in effect, resolved to prescribe, adopt and promulgate the NCBSFL and have it published in the Official Gazette or in any daily newspaper of national circulation, copies of which were also furnished to the UP Law Center, PLAI, schools/ universities offering library and information science courses for dissemination to all concerned users and stakeholders. In this study, the librarians of the four CICM higher educational institutions personally assessed themselves and honestly identified their strengths and weaknesses. They rated every indicator under each of the different domains in the specific areas in the NCBSFL. The specific competencies rated low by the librarians became the bases in designing the capacity-building plan for the librarians themselves.

CONCEPTUAL PARADIGM OF THE STUDY

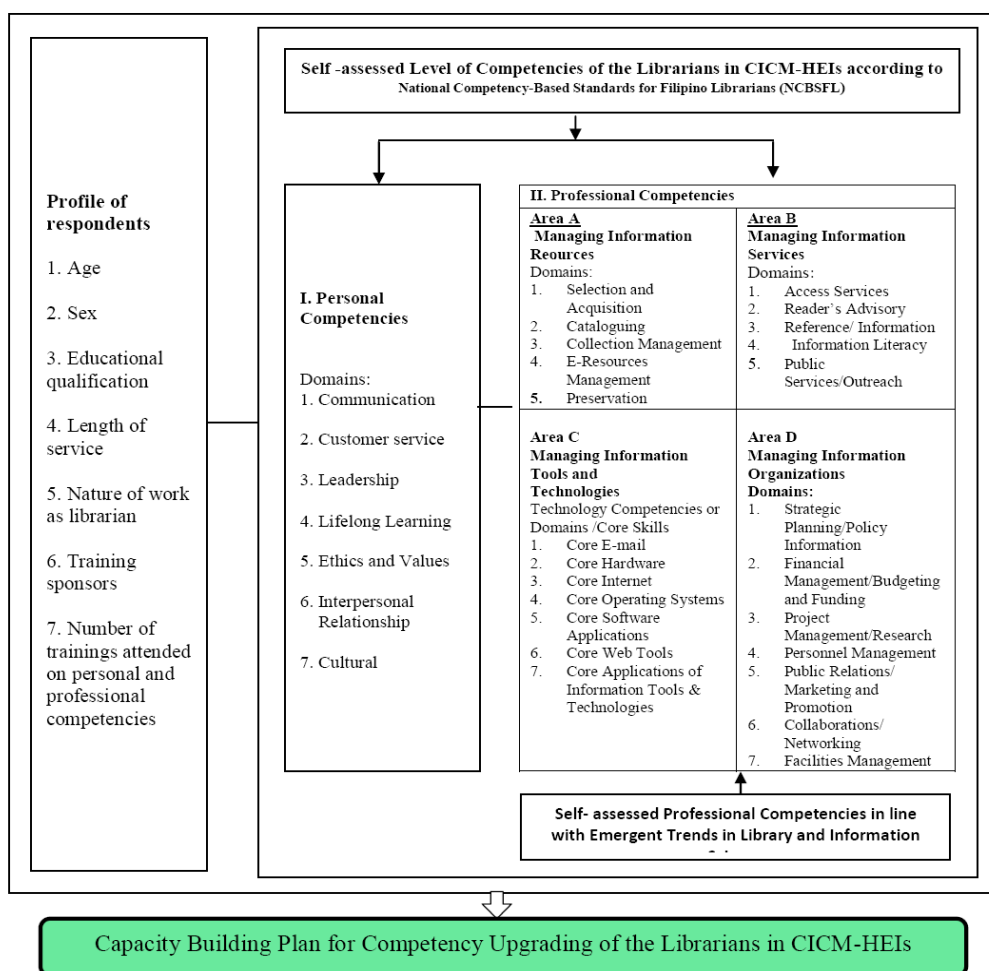Below is the conceptual paradigm of the study.

Fig1. Research Paradigm

As shown in Figure 1, the librarians' profile includes age, sex, educational qualification, length of service, nature of work as a librarian, training sponsor and number of trainings relative to the capacitation of the different competencies. Sex is included since the personal and professional competencies may be sex specific. The educational qualification, length of years in services, nature of work as a librarian, training sponsor and number of trainings may also play a role in determining their personal and professional competencies.

The personal and professional competencies of librarians will be assessed through a survey adapted from the survey instrument of Fernandez and Buenrostro (2014) with slight modifications and further aligned to NCBSFL.

METHODOLOGY

The study made use of a combination of quantitative - qualitative research designs. The descriptive part focused on the profile and the personal as well as the level of personal and professional competencies of librarians of the four CICM Higher educational Institutions.

Moreover the qualitative part determined the extent by which the librarians manifest personal and professional competencies in line with emerging trends in library and information science through essay type questions and interview.

The study focused on the library or Learning Resource Center of the four CICM Higher Educational Institutions namely: Saint Louis University in Baguio City, University of Saint Louis in Tuguegarao and Saint Louis College in San Fernando, La Union Saint Mary' University in Bayombong, labelled as HEI A, B, C and D.

Table1. *Number of Librarian Respondents per Institution*

CICM Higher Education Institutions	Number of Librarians
CICM HEI A	11
CICMHEI B	10
CICMHEI C	7
CICMHEI D	12
Total	40

The main source of data of this study was the researcher made survey questionnaire on personal and professional competencies adapted from the study of Fernandez and Buenrostro (2014) and slight changes were further patterned from the National Competency Based Standards for Filipino Librarians which was presented to the panel of examiners and interview questions were crafted which were used to strengthen the discussions.

In treating the culled data, the following tools were used: To describe the profile of the librarians, frequencies and percentages were computed. To determine the level of competency of librarians, self-assessed level of competency in the form of survey questionnaire was utilized to measure whether they are in " learning level"," developing level",

"approaching proficiency level", " proficiency level", and "advanced level".

The descriptions used like learning level, approaching proficiency level, proficiency level and advanced were adopted from the descriptions of the levels of proficiency set by the Department of Education in assessing the learning outcomes. (Department of Education, 2015; Magno, 2015).

In describing the level of competency of the librarians per item and as a whole, computation of the group means and standard deviations was done.

To determine the librarians 'level of personal and professional competencies, the following numerical scales were used:

Table2. *Numerical Scale and Qualitative Description of the Level of Competencies*

Numerical scale	Qualitative Description
1.00-1.49	Learning Level
1.50-2.49	Developing Level
2.50- 3.49	Approaching proficiency Level
3.50-4.49	Proficient Level
4.50-5.00	Advanced Level

RESULTS AND DISCUSSION

Table3. *Frequency and Percent Distribution of the Librarians by Age Clusters per HEI*

		Age Clusters							
		22-32		33-43		44 and above		Row Total	
HEIs		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
HEI A		3	27.27	4	36.36	4	36.36	11	27.5
HEI B		3	30	4	40	3	30	10	25
HEI C		6	85.71	0	0	1	14.28	7	17.5
HEI D		10	83.33	2	16.67	0	0	12	30
Column Total	Frequency	22		10		8		40	
	Percent	55		25		20		100	

Table 3 shows that there are 22 (55%) librarians who are 22- 32 years old, most of them come from HEI D with 10 (83.33%) librarians followed by HEI C with six (85.71%) librarian while the least number comes from HEI A with three (27.27%) librarians and HEI B having three (30%) librarians. The total number of librarians with ages ranging from 33-43 years old is 10 (25%); where most of them comes from HEI B with four (40%) followed by HEI A with four (36.36%) librarians and the HEI with the least librarians comes from HEI D with two (16.67%) librarians while there is no respondent aged 33-34 from HEI C. There are eight (20%) librarians with ages ranging from 44 and above wherein most of them come from HEI A having four (36.36%) librarians, followed by HEI B having three (30%) librarians and the least number of librarians come from HEI C having one (14.28 %) respondent while there are no respondent of this age bracket from HEI D. In general, most respondents are young.

Table4. *Frequency and Percent Distribution of the Librarians by Sex per HEI*

		Sex					
		Female		Male		Row Total	
HEIs		Frequency	Percent	Frequency	Percent	Frequency	Percent
HEI A		9	81.8	2	18.2	11	27.5
HEI B		8	80	2	20	10	25
HEI C		5	71.4	2	28.6	7	17.5
HEI D		10	83.3	2	16.7	12	30
Column Total	Frequency	32		8		40	
	Percent	80		20		100	

As regards to sex, Table 4 shows that there are 32 (80%) female librarians and eight (20%) are male librarians of which mostly coming from HEI D. It can be gleaned that among the 12 librarians from HEI D 10 (83.3%) librarians are female and two (16.7%) are male while in HEI A nine (81.8 %) out of the 11 librarians are female and two (18.2%) are male librarians. For HEI B there are eight (80%) female and two (20%) are male among the 10 librarians. Among the seven librarians from HEI C five (71.4%) are female and two (28.6%) are male. The highest number of female librarians is from HEI D with 10 librarians and the lowest number of female librarians is from HEI C with five librarians. The four HEIs have two male librarians each. In this study, there are more female than male librarians.

Table5. *Frequency and Percent Distribution of the Librarians by Highest Educational Qualification per HEI*

		Highest Educational Qualification							
		with Doctorate		with Masterate (MLIS, MAED)		Bachelor's Degree (BLIS, BSE)		Row Total	
HEIs		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
HEI A		1	9.1	2	18.2	8	72.7	11	27.5
HEI B		1	10	3	30	6	60	10	25
HEI C		0	0	0	0	7	100	7	17.5
HEI D		2	16.7	6	50	4	33.3	12	30
Column Total	Frequency	4		11		25		40	
	Percent	10		27.5		62.5		100	

In terms of the highest educational qualification Table 5 reveals that 25 (62.5%) of the librarians are bachelor's degree holders, 11 (27.5%) are Master's degree holders while four (10%) are doctorate degree holders. Also two (16.7%) from HEI D and one (2.5%) from HEI A are doctorate degree holders. Out of the 11 (27.5%) librarians who have Master's degree, 6 (50%) are from HEI D, three (30%) are from HEI B and two (18.2%) are from HEI A.

Generally, most of the librarians are bachelor's degree holder, where seven (100%) are from

HEI C, eight (72.7%) are from HEI A, six (60%) are from HEI B and four (33.3%) are from HEI D. This implies that most of the CICM HEI librarians are still not done with their Masterate degree.

According to some of them, they were not able to finish their Masterate degree due to some personal or work related reasons like they have small children to attend to; they have excessive workloads, no budget, health problems and lack of time.

Table6. *Frequency and Percentage Distribution of the Librarians by Length of Service per HEI*

HEIs	Length of Service in Years						Row Total	
	1- 11 Years in Service		12-22 Years		23 and above			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
HEI A	3	27.3	4	36.4	4	36.4	11	27.5
HEI B	4	40	6	60	0	0	10	25
HEI C	6	85.7	0	0	1	14.3	7	17.5
HEI D	10	83.3	2	16.7	0	0	12	30
Column Total — Frequency	23		12		5		40	
Column Total — Percent	57.5		30		12		100	

As to number of years in service Table 6 shows that there are 23 (57.5%) librarians who are employed for 1-11 years, 12 (30%) for 12-22 years and five (12%) for 23 and above years. It can be noted that most of the librarians are employed for 1-11 years wherein 10 (83.3%) of the librarians are from HEI D, six (85.7%) from

HEI C, three from HEI A (27.3%) and four (40%) from HEI B. On the other hand only a few of the librarians served the HEIs for 23 years and above. It means that most of the librarians have served the CICM HEIs for 1-11 years and only few of them are tenured.

Table7. *Frequency and Percentage Distribution of the Nature of Librarians' Work per HEI*

HEIs	Nature of Librarians' Work						Row Total	
	Director/Asst. Director		Section Head		Support Staff			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
HEI A	2	18.2	9	81.8	0	0	11	27.5
HEI B	1	10	9	90	0	0	10	25
HEI C	0	0	6	85.7	1	14.3	7	17.5
HEI D	1	8.33	9	75	2	16.7	12	30
Column Total	4		33		3		40	
	10		82.5		7.5		100	

Table 7 discusses the nature of work of the librarians, wherein 33 (82.5%) are section heads, two (5%) are director of libraries, one (2.5 %) is an assistant director and three (7.5%) are support staff. It is quite remarkable that most of the librarians are section heads which is understandable since in every HEI only one is appointed as director and assistant director of

libraries. It is significant to note that the director of library of HEI C opted not to answer the questionnaire due to personal and work related reasons, but allowed the librarians under her to participate. One librarian from HEI B did not also participate, and another one from HEI A is on leave.

Table8. *Frequency Distribution of the Librarians According to Training Sponsors per HEI*

HEIs	Librarians' Training Sponsors			Row Total
	No Sponsors	All paid by the HEI	Sharing bet. the Librarian and the HEI	
HEI A	0	10	1	**11**
HEI B	0	10	0	**10**
HEI C	0	3	4	**7**

HEI D	1	10	1	**12**
Column Total	**1**	**33**	**6**	**40**

In terms of training sponsors Table 8 shows that most of trainings are sponsored by the HEI wherein 33 librarians attended trainings all paid by the HEI while six librarians have shared with the HEI and 1 respondent has no sponsor at all. This implies that the HEIs where the librarians are affiliated with are supportive of their personal and professional development. It was affirmed in the interview of the librarians that most of them are willing to undergo training especially when these are all paid by the HEI. This also gives clear image of the CICM HEIs that they support the professional as well as personal development of the librarians. That the librarians in the CICM HEIs are given the chance to undergo training or capability building.

Table9. *Frequency Distribution of the Trainings Attended by the Librarians per HEI*

	Number of Librarians' Training		**Row Total**
HEIs	**0-1**	**2 and above**	
HEI A	9	2	**11**
HEI B	10	0	**10**
HEI C	3	4	**7**
HEI D	12	0	**12**
Column Total	**34**	**6**	**40**

It can be gleaned from Table 9 that for the last three years, out of the 40 librarians, 34 attended 0-1 training within a school year, where 12 librarians are from HEI D, 10 from HEI B, nine from HEI A and three from HEI C. Six librarians attended two and above trainings within a school year, where four come from HEI C and two from HEI A.

This means that most of the librarians have attended trainings, conferences and workshops to upgrade their knowledge and skills. This clearly indicates the presence of professional development program in the CICM-HEIs which are also supported by the administration. This can also picture the willingness of the other librarians to upgrade personal and professional competencies.

On the other hand, it was discovered by the researcher during her visit to the four CICM HEIs that there were few who were not willing to undergo personal and professional development even though the administration is ready to finance activities that would capacitate them due to personal and work related reasons.

Table10. *Frequency Distribution of the Trainings Attended by the Librarians in line with the Domains of Personal Competencies per HEI*

Personal Competencies	**HEI**	**Number of Trainings**			**N**
		0 Training	**1-2 Trainings**	**3 and above Trainings**	
Communication	HEI A	8	2	1	11
	HEI B	8	2	0	10
	HEI C	7	0	0	7
	HEI D	7	4	1	12
	Total	30	8	2	40
Customer Service	HEI A	7	4	0	11
	HEI B	7	3	0	10
	HEI C	3	4	0	7
	HEI D	2	9	1	12
	Total	19	20	1	40
Leadership	HEI A	6	4	1	11
	HEI B	7	1	2	10
	HEI C	7	0	0	7
	HEI D	8	4	0	12
	Total	28	9	3	40
Lifelong	HEI A	8	3	0	11
	HEI B	6	2	2	10
	HEI C	5	2	0	7
	HEI D	7	4	1	12
	Total	26	11	3	40
	HEI A	9	2	0	11

Ethics and Values	HEI B	9	1	0	10
	HEI C	5	2	0	7
	HEI D	8	4	0	12
	Total	31	9	0	40
Interpersonal Relationship	HEI A	9	1	1	11
	HEI B	9	1	0	10
	HEI C	2	5	0	7
	HEI D	7	5	0	12
	Total	27	12	1	40
Cultural	HEI A	11	0	0	11
	HEI B	10	0	0	10
	HEI C	7	0	0	7
	HEI D	12	0	0	12
	Total	40	0	0	40
Grand Mean (No. of Librarians)		**7**	**3**	**1**	

Table 10 presents that majority of the librarians have not attended trainings but others had 1-2 trainings, few had 3 and above trainings. It can be gleaned that the most attended capacitation with 1-2 trainings is on customer services with nine librarians from HEI D, while both HEI C and HEI D have five librarians on interpersonal relationship. There was no respondent who attended training on cultural competency. This may mean that most of the organizers of trainings and workshops who sent invitations to the four CICM HEIs are more inclined to capacitate librarians on customer service and interpersonal relationship to serve well their clients. However it may also imply that there are no seminar invitations on cultural competency. The grand mean shows that there are seven librarians who had no training while three librarians had 1-2 trainings and one librarian had 3 and above trainings.

Table11. *Frequency and Percent Distribution of the Trainings Attended by the Librarians on the Areas of Professional Competency*

Areas of Professional Competency	Number of Trainings	Frequency	Percentage
Managing Information Resources	0	10	25.0
	1	23	57.5
	2	2	5.0
	3	4	10.0
	6	1	2.5
	Total	40	100.0
Managing Information Services	0	14	35.0
	1	22	55.0
	2	3	7.5
	3	0	0
	6	1	2.5
	Total	40	100.0
Managing Information Tools and Technology	0	10	25.0
	1	24	60.0
	2	2	5.0
	3	3	7.5
	6	1	2.5
	Total	40	100.0
Managing Information Organization	0	21	52.5
	1	15	37.5
	2	2	5.0
	3	2	5.0
	6	0	0
	Total	40	100.0
Grand Mean (No. of Librarians)	**0**	**14**	
	1	**21**	
	2	**2**	
	3	**2**	
	6	**1**	
	TOTAL	**40**	

As gleaned from Table 11, the most attended training on professional competency was along the area of managing information tools and technology with 24 librarians who had 1 training, two librarians had 2 trainings and three librarians had 3 trainings.

This is followed by managing information resources with 23 librarians with 1 training, two librarians with 2 trainings, four librarians with 3 trainings and one librarian with 6 trainings.

The least attended training was on the area managing information organization, having 15 librarians with only one training, two librarians

with 2 trainings and another two librarians with only 3 trainings.

This means that most of the librarians are willing to improve on information technology knowledge and skills to cope with the changes in librarianship and library education as mandated by CHED MEMO 24, series of 2015.

On the other hand the grand mean shows that there are 14 librarians who had no training while 21 librarians had 1 training; two librarians had 2 trainings, the other two librarians had 3 trainings and one librarian with six trainings.

Table12. *Frequency Distribution of the Trainings attended by Librarians in line with the Areas of Professional Competencies per HEI*

Areas of Professional Competencies	HEI	Frequency			N
		0 Training	1-2 Trainings	3 and aboveTrainings	
Managing Information Resources	HEI A	2	7	2	11
	HEI B	3	6	1	10
	HEI C	3	3	1	7
	HEI D	2	9	1	12
	Total	10	25	5	40
Managing Information Services	HEI A	3	8	0	11
	HEI B	5	4	1	10
	HEI C	4	3	0	7
	HEI D	2	10	0	12
	Total	14	25	1	40
Managing Information Tools and Technology	HEI A	1	9	1	11
	HEI B	3	5	2	10
	HEI C	3	3	1	7
	HEI D	3	9	0	12
	Total	10	26	4	40
Managing Information Organization	HEI A	5	6	0	11
	HEI B	4	4	2	10
	HEI C	6	1	0	7
	HEI D	6	6	0	12
	Total	21	17	2	40
Grand Mean (No. of Librarians)		**4**	**6**	**1**	

Table 12 shows that most of the librarians had 1-2 trainings on managing information tools and technology with 26 librarians, managing information resources with 25 librarians and managing information services also with 25 librarians while there are 21 librarians who did not attend training.

In addition, five had trainings on managing information sources, four on managing information tools and technology, two on managing information organization and one on managing information services.

This means that transformation in the library brought about by technology prompted librarians to update themselves on managing information

tools and technology.

On the contrary most of the librarians did not attend capacitating on managing information organization since most of the time, only the director and assistant director of libraries are attending such capacitating and that in an institution there is only one director and one assistant director.

The grand mean shows the average number of librarians who had no training is four while an average of six librarians had 1-2 trainings and an average of one librarian had 3 and above trainings.

Table13. *Summary of the Level of Competencies of the Librarians in terms of personal competencies*

Domain	Mean	QD
Communication	4.27	Proficient
Customer Service	4.28	Proficient
Leadership	4.31	Proficient
Lifelong Learning and Personal Growth	4.27	Proficient
Ethics and Values	4.45	Proficient
Interpersonal	4.38	Proficient
Cultural	4.39	Proficient
Total	**4.33**	**Proficient**

Legend: *1.00-1.49-Learning Level; 1.50-2.49-Developing Level; 2.50-3.49-Approaching Proficiency;3.50-4.49-Proficient; & 4.50-5.00- Advanced*

Table 13 presents the summary of the level of competencies of the librarians in terms of personal competencies with a total mean of 4.33 described as proficient.

Among the domains under personal competencies, ethics and values have the highest mean described as proficient. This really shows that librarians from the four CICM HEIs possess ethics and proper values, which really shows that they belong to a Catholic institution.

On the other hand the domains with the lowest mean of 4.27 also described as proficient are communication and lifelong learning and personal growth.

The result of interview supports the foregoing statement, where some of the librarians specified that they have problems on communication wherein some find difficulty in verbal communication as well as in learning and personal growth due to the fact that they are not able to attend training or workshops due to personal and work related reasons like nobody would take care of their children, some have classes, location of the training or conference is far and health reasons.

Table14. *Summary of the level of Competencies of the Librarians in terms personal competencies per HEI*

Domain	HEI A		HEI B		HEI C		HEI D		Row Total	
	Mean	QD	Mean	QD	Mean	QD	Mean	QD	Mean	QD
Communication	4.32	P	3.89	P	4.56	A	4.37	P	4.27	P
Customer Service	4.32	P	3.93	P	4.55	A	4.37	P	4.28	P
Leadership	4.33	P	4.03	P	4.55	A	4.38	P	4.31	P
Lifelong Learning and Personal Growth	4.28	P	4.01	P	4.49	P	4.34	P	4.27	P
Ethics and Values	4.51	A	4.09	P	4.69	A	4.55	A	4.45	P
Interpersonal	4.43	P	4.01	P	4.67	A	4.48	P	4.38	P
Cultural	4.42	P	4.10	P	4.60	A	4.47	P	4.39	P
Column Total	4.37	P	4.00	P	4.59	A	4.42	P	4.33	P

Legend: *1.00-1.49-LL-Learning Level; 1.50-2.49-DL-Developing Level; 2.50-3.49- APL-Approaching Proficiency Level; 3.50-4.49-PL- Proficient; & 4.50-5.00- AL- Advanced*

Table 14 shows the level of personal competencies of the librarians when grouped according to HEIs, HEI C has the highest mean of 4.59 described as advanced, followed by HEI A with a mean of 4.37 and HEI D with a mean of 4.33 described as proficient. HEI B has the lowest mean of 4.00. It is interesting to note that in all the domains, HEI C has the highest mean while HEI B has the lowest mean. This implies that librarians from HEI B are not confident enough to apply the competencies they possess.

This is true since most of the librarians from HEI B stated that they had problems on communication, customer service and lifelong learning and personal growth in their answer to some questions on the qualitative part of the questionnaire and was triangulated through an interview.

This is supported by some of the librarians who answered questions along lifelong learning and personal growth, that they are not willing to

undergo training due to some reasons like distance of the venue, work, health and family. This also holds true with the other HEIs wherein they specified that they had also problems with lifelong learning and personal growth specially to librarians who are mothers, who tend to stop enrolling masterate and others do not attend trainings or conferences in order to attend to the needs of their growing children/ child.

Table15. *Summary of Level of Competencies of the Librarians in CICM HEIs in terms of Professional Competencies on the Area Managing Information*

Resources Category

Domain	Mean	Qualitative Description
Selection and Acquisition	4.32	Proficient
Cataloguing	4.24	Proficient
Collection Management	4.24	Proficient
E-Resources Management	4.00	Proficient
Preservation	4.19	Proficient
Total	**4.20**	**Proficient**

Legend: *1.00-1.49-Learning Level; 1.50-2.49-Developing Level; 2.50-3.49-Approaching Proficiency;3.50-4.49-Proficient; & 4.50-5.00- Advance*

Gleaned in Table 15 is the summary of the level of competencies of the librarians in CICM HEIs in terms of professional competencies on the area managing information resources category wherein the total mean is 4.20 described as proficient.

The domain with the highest mean of 4.32 described as proficient is selection and acquisition while the lowest domain is e-resources management with a mean of 4.00 also described as proficient.

Result of the interview supports this finding that librarians are not that good in managing e – resources and they enumerated their problems like they lack IT skills, e-resources are costly and not all HEIs have acquired enough electronic resources.

Table16. *Summary of the Level of Competencies of the Librarians in CICM HEIs in Terms of Professional Competencies in the Area of Managing Information Resources per HEI*

Domain	HEI A		HEI B		HEI C		HEI D		Row Total	
	Mean	QD	Mean	QD	Mean	QD	Mean	QD	Mean	QD
Selection and Acquisition	4.31	P	4.10	P	4.56	A	4.37	P	**4.32**	**P**
	4.20	P	3.88	P	4.73	A	4.27	P	**4.24**	**P**
Collection Management	4.21	P	4.00	P	4.55	A	4.27	P	**4.24**	**P**
E-Resources Management	3.91	P	3.85	P	4.36	P	4.00	P	**4.00**	**P**
Preservation	4.18	P	3.88	P	4.54	A	4.25	P	**4.19**	**P**
Column Total	**4.16**	**P**	**3.94**	**P**	**4.55**	**A**	**4.23**	**P**	**4.20**	**P**

Legend: *1.00-1.49-LL- Learning Level; 1.50-2.49-DL- Developing Level; 2.50-3.49-AP-Approaching Proficiency;3.50-4.49-P- Proficient; & 4.50-5.00- A- Advanced*

Table 16 reveals that the summary of the total mean of the level of competencies of the librarians in the CICM HEIs in terms of professional competencies on the area managing information resources category is 4.20 described as proficient.

The results further show that when grouped according to HEI, HEI C has the highest mean of 4.55 described as advanced, followed by HEI D with a mean of 4.23 described as proficient, HEI A with a mean of 4.16 also described as proficient while HEI B has the lowest mean of 3.94 described as proficient. To have a mean lower than 4.50 does not imply that librarians do not possess the competency, rather they possess the competency but at lower level than those who are described as advanced.

This is true since libraries in the different HEIs differ in number of collections, manner of selecting and acquiring cataloging and preserving library resources.

Table17. *Summary of Level of Professional Competencies of the Librarians in the Area of Managing Information Services*

Domains	Overall Mean	QD
Access Services	4.39	Proficient
Reader's Advisory Services	4.45	Proficient
Reference and Information Services	4.37	Proficient
Information Literacy Services	4.23	Proficient
Public/ Outreach Services	4.35	Proficient
Total	**4.36**	**Proficient**

Legend: *1.00-1.49-Learning Level; 1.50-2.49-Developing Level; 2.50-3.49-Approaching Proficiency;3.50-4.49-Proficient; & 4.50-5.00- Advanced*

Gleaned on Table 17 is the summary of the level of professional competencies of the librarians on the area managing information services wherein the total mean is 4.36 which is described as proficient. The domain with the highest mean of 4.45 also described as proficient is readers' advisory services while the lowest domain is information literacy with a mean of 4.23, also described as proficient. The finding is also supported by the answers of the librarians during the interview wherein they stipulated that they have problems regarding information literacy and that they find difficulty in enhancing their competency as they were not exposed to training regarding information literacy. The American Library Association (2009) shared that reference and user services cover information literacy and information competence techniques and methods to provide quality library services. Having specified this requires a librarian to undergo training. Most of the librarians during the interview said that they are willing to undergo training.

Table18. *Summary of the Level of Professional Competencies of the Librarians in the Area of Management Information Services per HEI*

Domain	HEI A		HEI B		HEI C		HEI D		Total	
	Mean	QD	Mean	QD	Mean	QD	Mean	QD	Mean	QD
Access Services	4.42	P	4.00	P	4.74	A	4.47	P	4.39	P
Reader's Advisory Services	4.53	A	4.00	P	4.77	A	4.57	A	4.45	P
Reference and Information Services	4.41	P	4.03	P	4.64	A	4.46	P	4.37	P
Information Literacy	4.24	P	3.88	P	4.61	A	4.30	P	4.23	P
Public/ Outreach Services	4.25	A	3.93	P	4.57	A	4.31	P	4.24	P
Total	4.37	P	3.97	P	4.66	A	4.42	P	4.33	P

Legend: *1.00-1.49-LL-Learning Level; 1.50-2.49-DL-Developing Level; 2.50-3.49-AP-Approaching ProficiencyLevel; 3.50-4.49- P-Proficient; & 4.50-5.00- A- Advanced*

Table18 summarizes the overall mean of the self-assessed professional competency level of the librarians of the four CICM HEIs on the area managing information service when grouped according to HEI, which is 4.33 described as proficient.

Further, it shows the overall mean of the four CICM HEIs in which HEI C has the highest mean of 4.66 described as advance; followed by HEI D with a mean of 4.42, described as proficient and HEI A with a mean of 4.37, also described as proficient while HEI B has the lowest mean of 3.97 also described as proficient. This implies that the four CICM HEIs possesses the competencies, however they apply it in different level wherein some are confident while others are not. It is also significant to note that this is true since not all librarians are assigned to manage information service but some are assigned as catalogers, indexers and some are given other special assignments in the library.

Result of the interview indicates that one of the problems of the librarians in the four CICM HEIs is on information service especially on information literacy. Indeed according to them this is their problem since they have not undergone trainings on how to go about information literacy

Result of the interview also seem to support that librarians from HEI C are advanced since they emphasized that they are immersed in serving their clients and they do actual reference service by practicing superior customer service with fair treatment to all clients thus their competency on managing information services are honed, while some of the librarians from the other HEIs were not exposed to reference service thus they have lower proficiency in managing information services. To elaborate on this Michel, Bowen and Johnston (2009) posit that superior customer service as an expected result of managing information services calls for fair treatment and to treat them individually by acknowledging and providing their specific request. The findings also corroborate with the result of the study of Pham et al. (2010) as they shared that to have customer satisfaction a librarian must raise self-awareness of the customer.

Table19. *Summary of Level of Competencies of the Librarians in CICM HEIs in terms of Professional Competencies in the Area of Managing Information*

Tools and Technology

Domains	Mean	Qualitative Description
Core E- Mail	4.40	Proficient
Core Hardware	4.41	Proficient
Core Internet	4.38	Proficient
Core Operating System	4.45	Proficient
Core Software Applications	4.33	Proficient
Core Web Tools	4.33	Proficient
Core Applications of Information and Technologies	4.38	Proficient
Total	**4.38**	**Proficient**

Legend: *1.00-1.49-Learning Level; 1.50-2.49-Developing Level; 2.50-3.49-Approaching Proficiency;3.50-4.49-Proficien& 4.50-5.00- Advance*

Gleaned in Table 19 is the summary of the level of competencies of the librarians in CICM HEIs in terms of professional competencies on the area managing information resources category wherein the total mean is 4.38, described as proficient.

The domain with the highest mean of 4.45 described as proficient is Core Operating System while the domains with the lowest mean of 4.33 also described as proficient are Core Software Applications and Core Web Tools.

This is true since most of the librarians in the four CICM HEIs are not exposed in working on software applications and web tools due to the fact that there is only one librarian or information technology specialist who takes care of managing information tools and technology.

Table20. *Summary of Level of Competencies of the Librarians in terms of professional competencies on Managing Information Tools and Technology Category per HEI*

Domain	HEI A		HEI B		HEI C		HEI D		Row Total	
	Mean	QD	Mean	QD	Mean	QD	Mean	QD	Mean	QD
Core E- Mail	4.48	P	3.98	P	4.65	A	4.52	A	**4.40**	**P**
Core Hardware	4.49	P	3.99	P	4.68	A	4.54	A	**4.41**	**P**
Core Internet	4.41	P	3.98	P	4.62	A	4.46	P	**4.35**	**P**
Core Operating System	4.48	P	4.07	P	4.71	A	4.53	A	**4.43**	**P**
Core Software Applications	4.35	P	3.93	P	4.59	A	4.40	P	**4.30**	**P**
Core Web Tools	4.23	P	3.88	P	4.50	A	4.29	P	**4.21**	**P**
Core Applications of Information and Technologies	4.20	P	3.93	P	4.49	P	4.27	P	**4.21**	**P**
Total	4.38	PL	3.96	PL	4.60	AL	4.43	PL	**4.33**	**PL**

Legend: *1.00-1.49-LL-Learning Level; 1.50-2.49-DL-Developing Level; 2.50-3.49- AP-Approaching Proficiency;3.50-4.49-P- Proficient; & 4.50-5.00- A- Advanced*

Table 20 summarizes the overall mean of the self-assessed professional competency level of the librarians of the four CICM HEIs on the four areas of management when grouped according

to HEI with a mean of 4.33 described as proficient. Further it shows the overall mean of the four CICM HEIs for the four areas of management in which HEI C has the highest mean of 4.60 described as advance; followed by HEI D with a mean of 4.43, described as

proficient while HEI B has the lowest mean of 3.96, followed by HEI A with a mean of 4.38 both described as proficient. This implies that the four CICM HEIs possess the proficient competencies on managing information technology and tools but with different level.

Table21. *Summary of Level of the Professional Competencies of the Librarians in the Area of Managing Information Organizations*

Domain	Mean	QD
Strategic Planning/ Policy Formulation	4.38	Proficient
Financial Management	4.13	Proficient
Project Management/ Research	4.23	Proficient
Personnel Management	4.30	Proficient
Public Relations	4.16	Proficient
Collaboration	4.24	Proficient
Facilities Management	4.28	Proficient
Total	4.24	Proficient

Legend: *1.00-1.49-Learning Level; 1.50-2.49-Developing Level; 2.50-3.49-Approaching Proficiency;3.50-4.49-Proficient; & 4.50-5.00- Advance*

Table 21 shows the summary of the level of the professional competencies of the librarians in CICM HEIs in the area of managing information organizations with a mean of 4.24 described as proficient. The domain with the highest mean of 4.38 described as proficient is strategic planning/ policy formulation while the domain with the lowest mean of 4.13 also described as

proficient is financial management. This implies that not all librarians are competent in practicing financial management though they all possess the competency. This is so true since not all librarians are financial literate and only few are involved in the actual financial management activities. However, most of the librarians prepare annual budget for their sections.

Table22. *Summary Level of Professional Competencies of the Librarians in the Area of Managing Information Organizations per HEI*

Areas	HEI A		HEI B		HEI C		HEI D		Overall	
	Mean	QD	Mean	QD	Mean	QD	Mean	QD	Mean	QD
Strategic Planning/ Policy Formulation	4.40	P	4.10	P	4.59	A	4.45	P	**4.38**	P
Financial Management	4.11	P	3.85	P	4.46	P	4.19	P	**4.13**	P
Project Management/ Research	4.27	P	4.00	P	4.33	P	4.33	P	**4.23**	P
Personnel Management	4.36	P	4.00	P	4.43	P	4.42	P	**4.30**	P
Public Relations	4.16	P	3.94	P	4.31	P	4.23	P	**4.16**	P
Collaboration	4.30	P	3.88	P	4.46	P	4.35	P	**4.24**	P
Facilities Management	4.34	P	3.90	P	4.50	A	4.40	P	**4.28**	P
Total	4.28	P	3.95	P	4.44	P	4.34	P	**4.24**	P

Legend: *1.00-1.49-LL-Learning Level; 1.50-2.49-DL- Developing Level; 2.50-3.49-AP-Approaching Proficiency;3.50-4.49-P-Proficient; & 4.50-5.00- A- Advanced*

Table 22 summarizes the overall mean of the self-assessed professional competency level of the librarians of the four CICM HEIs on the area of managing information organization when grouped according to HEI. The table shows that the total mean is 4.24 which is described as proficient. Further it shows that HEI C has the

highest mean of 4.44 which is described as proficient, followed by HEI D with a mean of 4.34, described as proficient and HEI A with a mean of 4.28, also described as proficient while HEI B has the lowest mean of 3.95, also described as proficient. This implies that the four CICM HEIs possess the competencies but

differ in the extent of application or performance. Above all, the result shows that the competency level of the librarians in the four CICM HEIs under professional competencies is proficient which explains that they still need

capacitation in order to strengthen their knowledge, skills and attitude towards library in which the level of competency will be elevated to advance level.

Table23. *Overall Self- assessed Level of Professional Competencies of the Librarians in CICM HEIs in terms of the Four Areas of Management*

Areas	Mean	QD
Managing Information Resources	4.20	Proficient
Managing Information Services	4.36	Proficient
Managing Information Tools and Technology	4.38	Proficient
Managing Information Organization	4.24	Proficient
Overall	**4.29**	**Proficient**

Legend: *1.00-1.49-LL-Learning Level; 1.50-2.49-DL- Developing Level; 2.50-3.49-AP-Approaching Proficiency;3.50-4.49-P-Proficient; & 4.50-5.00- A- Advanced*

Table 23 presents the overall level of professional competencies of the librarians in the four CICM HEIs in terms of the four areas of management. The overall mean is 4.29 which is described as proficient.

The area of management with the highest mean of 4.38 is managing information tools and technology, followed by managing information services with a mean of 4.36, while managing information organization has a mean of 4.24 and managing information resources has the lowest mean of 4.20, all described as proficient.

It is very interesting to note that though managing information tools has the highest mean it is still described as proficient which corroborates with the problems discussed during the interview that they have difficulty in managing tools and technology since they are not confident in performing the competency due to lack of application of the trainings they have undergone.

This is also attributed to the slow internet connection which was also mentioned by most of the librarians when they were interviewed.

Table24. *Overall Self-assessed Level of Professional Competencies of the Librarians in CICM HEIs in terms of the Four Areas of Management per HEI*

Areas	HEI A		HEI B		HEI C		HEI D		Overall	
	Mean	QD	Mean	QD	Mean	QD	Mean	QD	Mean	QD
Managing Information Sources	4.16	P	3.94	P	4.55	P	4.23	P	**4.20**	**P**
Managing Information Services	4.37	P	3.97	P	4.66	P	4.22	P	**4.33**	**P**
Managing Information Tools and Technology	4.38	P	3.96	P	4.60	A	4.43	P	**4.33**	**P**
Managing Information Organization	4.28	P	3.95	P	4.44	P	4.34	P	**4.24**	**P**
Overall	4.30	P	3.95	P	4.56	A	4.30	P	**4. 28**	P

Legend: *1.00-1.49- LL- Learning Level; 1.50-2.49-DL- Developing Level; 2.50-3.49- AP-Approaching Proficiency;3.50-4.49-P- Proficient; & 4.50-5.00- A-Advance*

Table 24 shows that the overall mean of the self-assessed professional competency level of the librarians of the four CICM HEIs on the four areas of management when grouped according to HEI which is 4.27 which is described as proficient. Further, it shows that HEI C has the highest mean of 4.56, described as advance; followed by HEI A and HEI D both with a mean

of 4.30, described as proficient while HEI B has the lowest mean of 3.96 also described as proficient. This implies that the four CICM HEIs possess the competencies but with different levels. It is interesting to note that librarians from HEI C are rated as "advanced" in their level of professional competencies under the four areas of management due to reasons

like they are willing to undergo training, continuous in service trainings were conducted and participated that helped them enhance their competencies and the administration is supportive of the trainings participated by the librarians as pointed out during the interview.

Table25. *Mean and Standard Deviation of the Librarians' Self -Assessed Professional Competencies on the four Areas of Management in Line with the Emerging Trends in Library and Information Science (N=40)*

Areas and Indicators on Professional Competencies of the Librarians in Line with the Emerging Trends	Mean	SD	QD
Managing Information Sources			
Practices digitization to preserve library materials both print and non-print	4.15	1.00128	Proficient
Searches with different strategies using different online access tools	4.13	1.15886	Proficient
Total	4.14	1.03148	Proficient
Managing Information Services			
Performs research assistance using the latest technologies and by providing research clinic	4.10	1.21529	Proficient
Provides web services like document delivery, selective dissemination of information and current awareness services	4.10	1.15025	Proficient
Total	4.12	1.06855	Proficient
Managing Information Tools and Technology			
Performs as database administrator	4.05	1.29990	Proficient
Designs and manages library websites	4.08	1.42122	Proficient
Total	4.02	1.32884	Proficient
Managing Information Organizations			
Promotes "Libraries as gateways to knowledge" through marketing and customer service satisfaction using marketing tools like FB and Web-page/Web site	4.08	1.04728	Proficient
Serves as knowledge managers to different clients using online clippings /google ups	4.15	1.00128	Proficient
Total	4.11	1.01582	Proficient

Legend: *1.00-1.49- LL- Learning Level; 1.50-2.49-DL- Developing Level; 2.50-3.49- AP-Approaching Proficiency3.50-4.49-P- Proficient; & 4.50-5.00- A-Advance*

The self-assessed four areas of management under professional competencies of the librarians in the light of the Emerging Trends in Library and Information Science that is regarded to by CICM Libraries can be gleaned from Table 25.

As shown, the mean for managing information sources is 4.14, managing information services is 4.12, managing information organization is 4.11 and managing information tools and technology is 4.02 which are all described as proficient.

This means that they can demonstrate the competencies but with less confidence. In addition, the respondents reported that the indicator with the lowest mean of 4.05 is "performs as database administrator."

Result negates the idea presented by the Philippine Board for Librarians that professional librarians must be able to demonstrate expertise in database administration (PRC-BL Res. 03, s 2015).

Table26. *Summary of the Mean of the Self -Assessed Professional Competencies of the Librarians on the Four Areas of Management in Line with the Emerging Trends in Library and Information Science (N=40)*

Areas	Mean	QD
Managing Information Sources	4.14	Proficient
Managing Information Services	4.12	Proficient
Managing Information Tools and Technology	4.02	Proficient
Managing Information Organization	4.11	Proficient
Overall	4.10	Proficient

Legend: *1.00-1.49-Learning Level; 1.50-2.49-Developing Level; 2.50-3.49-Approaching Proficiency;3.50-4.49-Proficient; & 4.50-5.00- Advance*

Table 26 summarizes the overall mean of the librarians' self-assessed professional competencies on the four areas of management in line with the emerging trends in Library and Information Science whose mean is 4.10 which is described as proficient. The area of management with the highest mean is managing information sources with a mean of 4.14 which is described as proficient while the area of management with the lowest mean is managing

information tools and technology with a mean of 4.02 and also described as proficient. Having this as a result, the librarian during the interview emphasized problems on information technology, e- resources management, software applications , web applications, core web tools, troubleshooting networked computers, and programming. Though some have problems, result still implies that they possess the necessary competencies along managing information sources, managing information services, managing information tools and technology and managing information organization however they are not so much confident in applying the competencies and that they possess the competency in different levels.

Table27. *Mean and Standard Deviation of the Professional Competency Level of the Librarians along the Four Management Areas in line with the trends in Library and Information Science per HEI*

Areas and indicators on Professional Competencies of the Librarians in Line with the Emerging Trends	HEIs	N	Mean	SD	QD
Managing Information Sources					
Practices digitization to preserve library materials both print and non-print	HEI A	11	4.18	1.07872	Proficient
	HEI B	10	3.80	1.03280	Proficient
	HEI C	7	4.43	.78680	Proficient
	HEI D	12	4.25	1.05529	Proficient
	Total	40	4.15	1.00128	Proficient
Searches with different strategies using different online access tools	HEI A	11	4.18	1.25045	Proficient
	HEI B	10	3.80	1.03280	Proficient
	HEI C	7	4.29	1.25357	Proficient
	HEI D	12	4.25	1.21543	Proficient
	Total	40	4.13	1.15886	Proficient
Total	HEI A	11	4.18	1.10165	Proficient
	HEI B	10	3.80	1.03280	Proficient
	HEI C	7	4.36	.94491	Proficient
	HEI D	12	4.25	1.07661	Proficient
	Total	40	4.14	1.03148	Proficient
Areas and indicators on Professional Competencies of the Librarians in Line with the Emerging Trends	**HEIs**	**N**	**Mean**	**SD**	**QD**
Managing Information Services					
Performs research assistance using the latest technologies and by providing research clinic	HEI A	11	4.09	1.37510	Proficient
	HEI B	10	3.80	1.03280	Proficient
	HEI C	7	4.43	1.13389	Proficient
	HEI D	12	4.17	1.33712	Proficient
	Total	40	4.10	1.21529	Proficient
Provides web services like document delivery, selective dissemination of information and current awareness services	HEI A	11	4.09	1.30035	Proficient
	HEI B	10	3.80	1.03280	Proficient
	HEI C	7	4.43	.97590	Proficient
	HEI D	12	4.17	1.26730	Proficient
	Total	40	4.10	1.15025	Proficient
Total	HEI A	11	4.15	1.16393	Proficient
	HEI B	10	3.80	1.03280	Proficient
	HEI C	7	4.39	.95991	Proficient
	HEI D	12	4.22	1.13685	Proficient
	Total	40	4.12	1.06855	Proficient
Managing Information Tools and Technology					
Performs as database administrator	HEI A	11	4.00	1.48324	Proficient
	HEI B	10	3.80	1.22927	Proficient
	HEI C	7	4.43	.97590	Proficient
	HEI D	12	4.08	1.44338	Proficient
	Total	40	4.05	1.29990	Proficient
Designs and manages library websites	HEI A	11	4.09	1.57826	Proficient
	HEI B	10	3.80	1.22927	Proficient
	HEI C	7	4.29	1.49603	Proficient
	HEI D	12	4.17	1.52753	Proficient
	Total	40	4.08	1.42122	Proficient
Total	HEI A	11	4.00	1.47566	Proficient
	HEI B	10	3.80	1.22927	Proficient

	HEI C	7	4.24	1.28636	Proficient
	HEI D	12	4.08	1.43629	Proficient
	Total	40	4.02	1.32884	Proficient
Managing Information Organization					
Promotes "Libraries as gateways to knowledge" through marketing and customer service satisfaction using marketing tools like FB and Web-page/Web site	HEI A	11	4.09	1.13618	Proficient
	HEI B	10	3.80	1.03280	Proficient
	HEI C	7	4.29	.95119	Proficient
	HEI D	12	4.17	1.11464	Proficient
	Total	40	4.08	1.04728	Proficient
Serves as knowledge managers to different clients using online clippings /google ups	HEI A	11	4.18	1.07872	Proficient
	HEI B	10	3.80	1.03280	Proficient
	HEI C	7	4.43	.78680	Proficient
	HEI D	12	4.25	1.05529	Proficient
	Total	40	4.15	1.00128	Proficient
Total	HEI A	11	4.14	1.09752	Proficient
	HEI B	10	3.80	1.03280	Proficient
	HEI C	7	4.36	.85217	Proficient
	HEI D	12	4.21	1.07573	Proficient
	Total	40	4.11	1.01582	Proficient

Legend: *1.00-1.49-Learning Level; 1.50-2.49-Developing Level; 2.50-3.49-Approaching Proficiency;3.50-4.49-Proficient; & 4.50-5.00- Advanced*

Table 27 shows that the mean of the level of the self-assessed professional competencies on the four areas of management in line with the emerging trends in library and information science ranges from 3.80 to 4.36, all described as proficient.

This means that they can demonstrate the competency but are not quite confident to perform it with desired proficiency in managing information sources, managing information services, managing information tools and technology and managing information organization. Probably the reason for not being confident is that they are not so familiar with the trends in librarianship. In addition, they are not so much familiar with the technological developments applied in the library practice.

The overall mean of the level of competency on the emerging trends shows that HEI C has the highest mean of 4.36, described as proficient while HEI B has the lowest mean of 3.80, described also as proficient. This can be supplemented by the sharing of some librarians that they are not very familiar with some trends in Library and Information Science like cataloging with the application of RDA principles and MARC format. Further it shows that when result is arranged by area of management under professional competencies, the area on managing information technology and tools has the lowest mean of 4.02, described as proficient and the area with the highest mean of 4.14, also described as proficient is managing information resources.

Table29. *Summary of the Mean of the Self-Assessed Professional Competency Level of the Librarians of the Four CICM HEIs on the Four Areas of Management in line with the Emerging Trends in Library and Information Science per HEI*

Areas	HEI A		HEI B		HEI C		HEI D		Overall	
	Mean	QD	Mean	QD	Mean	QD	Mean	QD	Mean	QD
Managing Information Sources	4.16	P	3.94	P	4.55	A	4.23	P	**4.20**	**P**
Managing Information Services	4.37	P	3.97	P	4.66	A	4.22	P	**4.33**	**P**
Managing Information Tools and Technology	4.38	P	3.96	P	4.60	A	4.43	P	**4.33**	**P**
Managing Information Organization	4.28	P	3.95	P	4.44	P	4.34	P	**4.24**	**P**
Overall	4.30	P	3.96	P	4.56	A	4.30	P	**4.27**	**P**

Legend: *1.00-1.49- LL- Learning Level; 1.50-2.49-DL- Developing Level; 2.50-3.49- AP-Approaching Proficiency; 3.504.49-P- Proficient; & 4.50-5.00- A-Advanced*

Table 28 shows that the overall mean of the self-assessed professional competency level of the librarians from the four HEIs on the four areas of management when grouped according to HEI, which is 4.27 which is described as proficient.

Specifically that HEI C has the highest mean of 4.56 which is described as advance; followed by HEI A and HEI D both with a mean of 4.30, described as proficient while HEI B has the lowest mean of 3.96 also described as proficient.

This implies that the librarians of the four CICM HEIs possess the competencies but in different level. It is interesting to note that librarians from HEI C are advanced in their level of professional competencies under the four areas of management due to some reasons like they are willing to undergo training and that continuous in service trainings were conducted and participated that helped them enhance their competencies as elicited during the interview.

PROPOSED CAPABILITY BUILDING AND PROFESSIONAL DEVELOPMENT PLAN

Introduction

Library profession has been very closely experiencing the environmental forces of technological change. The exploration of the issues on education, training, and skill acquisition and competencies as well as the cultures in which new graduates are placed shifted over the last few decades. Today's extremely competitive corporate atmosphere and emphasis on pragmatics have brought these issues into sharper focus. Vision of their competencies and skills required to function as a well-rounded librarian in a changing technology-based environment have been explored to meet the needs of the customers who are also technology-driven.

The 21st century librarians need to cope with the changes that are taking place in their work place through upgrading of their competencies.

Rationale

It has been found out that generally the competency level of the librarians from the four CICM HEIs is described as proficient in both professional and personal competencies.Though they are proficient they still lack confidence as shown in the result of their interview as well as to their answers to the questions on problems and issues encountered with regards to capacity building regarding emerging trends in

librarianship. The librarians reported that on personal competencies they have problems on speaking and writing in a professional and clear manner that is appropriate for all audiences which is also specified in the answers to the interview of some librarians wherein they said that they have a problem in verbal communication.

Other problems include studying of user feedback, evaluating the effectiveness of current services and adjusting services and practices to meet user demands; anticipating and adapting to changes and challenges; understanding privacy issues and protecting user confidentiality and providing equitable services to all users; understanding organizations and participating in the institutionalization of cultural knowledge. In line with the result of the self-assessed competencies most of the librarians pointed out during the interview that one of their problems is on cultural competency wherein they were not able to under training or capability building about culture.

In terms of professional competencies, summary of the interview states that some of the librarians have problems on preservation; collection management and development and cataloguing with the integration of RDA standards; information literacy; public service/outreach and management information sources and services; IT skills that will allow them to access electronic resources/ online resources and to enhance computer skills; software application and troubleshooting; marketing and promotion, research skills/project management and personnel management.

Having pointed out the immediate problems, the following plan is recommended in order to improve the competencies of the librarians from the four CICM HEIs to serve better their clients.

General Objectives

This plan aims to enrich the knowledge, skills and attitude of the librarians from the four CICM HEIs.

More so, it aims to develop their personal and professional competencies where they are not so proficient, into an advance level where they can demonstrate the competency with desired

proficiency and mastery. The capacity building and continuing professional education shall be done in three phases.

Table30. *Capability Building Plan*

		Preliminary Phase Date: August 2016 Venue: SMU, Bayombong, USLT, SLU, Baguio, SLC, La Union Source of Budget: Researcher			
Objectives	**Strategic Activities**	**Tactical Activities**	**Topics**	**Participants/ Resource Person**	**Expected Output**
To develop awareness of personal and professional competencies	Present the result of the level of competencies of librarians in the four CICM HEI School	Power-point presentation	Level of competencies of the librarians in the four CICM HEIs	Administrators and Librarians/ Researcher	Awareness of the result of the study
To set the date of the capacity building and professional development	Identify the date of the capacity building and professional development	Conduct meeting Set the date	Date of capacity building and professional development	Administrators and Librarians/ Researcher	Schedule of the capacity building
To obtain permission to conduct training/ workshop	Ask permission to conduct training/ workshop	Write letter of permission	Training / workshop	Administrators and Librarians/ Researcher	Permission to conduct the training
		Phase 1 Date: November 2016 Venue: SLC, La Union Source of Budget: Library budget of four CICM HEIs			
Objectives	**Strategic Activities**	**Tactical Activities**	**Topics**	**Participants/ Resource Person**	**Expected Output**
To sustain and advance the competencies of the Librarians	Familiarize themselves with the NCBSFL	Group dynamics/ Brainstorm	National Competency Based Standards for Filipino Librarians (NCBSFL)	Administrators and Librarians/ Guest Lecturers	Awareness of the NCBSFL
To manage Library Personnel	Apply information technology skills in managing human resources/ personnel	Lecture Presentation of output Open forum	Information Technology Personnel Management	CICM HEI Librarians Guest Lecturer	Good Working Relationship IT skills applied to collection management and cataloguing and classification
To ensure updated relevant and sufficient library resources	Select and acquire different library resources applying information technology skills	Lecture Presentation of output Online selection and acquisition Hands on activities	Collection Management	CICM HEI Librarians Guest Lecture	Selected and acquired Library Resources
To organize library resources	Catalog and classify library resources using	Lecture on online cataloging Online cataloguing	Cataloguing and Classification	CICM HEI Librarians	Cataloged and classified library

information technology	Hands on activities		(with software application integration of RDA standards	Guest Lecturer	materials

Phase 2
April 2017
Venue: USL, Tuguegarao
Source of Budget: Library budget of four CICM HEIs

Objectives	Strategic Activities	Tactical Activities	Topics	Participants/ Resource Person	Expected Output
To enhance information literacy and marketing skills that can be used to promote library resources and services	acquire knowledge on information Literacy, and marketing and promotion of library resources and services identify opportunities to market and promote library resources and services.	Lecture Workshop in: A, Making Marketing plan b. Making Flyers Presentation of outputs Open forum	Information sources & services Information literacy Marketing and Promotion	CICM HEI Librarians Guest Lecturer	Information sources & services and information Literacy activities Marketing Plan Flyers

PHASE 3
Date: November 2017
Venue: SLU, Baguio
Source of Budget: Library budget of four CICM HEIs

To develop and enhance research skills	differentiate the types of researches and their methods conceptualize a problem search and summarize review of related literature developed a tool for data gathering process and analyse data	Lecture on the types of researches Conceptualization of research problem Workshop in: a. searching RRL b. craft tool for data gathering c. encode data in Excel d. Run data in SPSS Presentation of outputs Open forum	research skills/ project management	CICM HEI Librarians Guest Lecturer	Research

Evaluation of the proposed capacity building and professional development plan shall be done after the conduct of each training.

Refinement and adjustments shall be taken into consideration by soliciting the suggestions of the librarians and administrators of the four CICM HEIs.

CONCLUSIONS

In the light of the summary of findings, the following conclusions are drawn: The librarians of the four CICM HEIs are on their early adulthood and mostly females with minimal trainings and mostly rely on school-based or in-house trainings in Library management system;

The librarians of the four CICM HEIs have the proficiency and skills to manage Library Information System; They have what it takes to manage the various sections of the Library including information technology resources; The librarians of the four CICM HEIs are proficient and skillful in managing information resources, services, tools and technology and managing information organizations; Capability Building Plan for the librarians of the four CICM HEIs is seen as relevant and timely considering the competency areas where the librarians were rated low and the problems and difficulties that they face. It has been found out that all librarians of the four CICM HEIs are willing to undergo training for professional growth, development and education to learn more and apply them to the actual work.

RECOMMENDATIONS

In the light of the summary of findings and conclusions of this study, the following recommendations are advanced: Library professionals of CICM HEIs especially those who are still young in library services need to be trained through exposures and sponsorship to continuing education programmes, workshops and conferences to upgrade their librarianship competencies; The librarians of the four CICM HEIs need to update their IT knowledge-based and skills-based competencies by becoming computer literate. The situation should be improved by solving the problem on slow internet connectivity and that there is need to engage IT professionals or librarians to mentor library professionals;

The librarians must be fully trained on managing information resources, services, tools and technology and managing information organizations to keep themselves abreast with current realities in library management; The capacitation plan must include: (a) communication skills that focus on speaking and writing in a professional and clear manner that is appropriate for all audiences; (b) for customer service it must include the encouragement and study of user feedback, evaluate the effectiveness of current services and adjust services and practices to meet user demands; (c) on leaderships, it must add capacitation of anticipating and adapting to changes and challenges; (d) on ethics and values it must focus on understanding privacy issues and protecting user confidentiality and providing equitable services to all users; (e) on interpersonal relationship it must include understanding that organizations are inherently political (including libraries) and developing strategies to become an effective player; (f) on cultural competencies it must focus on the participation in the institutionalization of cultural knowledge; (g) on professional competencies, the area on managing information resources must focus on preservation, collection management and development and cataloguing with the integration of RDA standards; (h) in terms of managing information sources must include information literacy, public service/ outreach and management information sources and services; and (i) in management of information tools and technologies, IT skills that will allow them to access electronic resources/ online resources and to enhance computer skills must be included.

Another is to focus on software application and trouble shooting. In line with managing information organization, marketing and promotion, research skills/ project management and personnel management must be part of the capacitating; and that the capacitating plan crafted in this study is used by the CICM HEIs inasmuch as they are empirically-based.

Further, library and Information Science curriculum must be revised to update course contents in order to reflect prevailing needs brought about by technological developments;

That the four CICM HEIs must strengthen their networking that is geared toward knowledge and skills improvement of the librarians;

A similar study should be conducted with more librarians to determine and have a clearer picture of their level of competencies; and An action research should be conducted to find out how competencies have improved after the development plan will be carried out.

REFERENCES

[1] American Library Association (2009). ALA's core competencies of librarianship. Retrieved from http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf.

[2] Commission on Higher Education (2015). CHED Memorandum Order Number 24, Series of 2015. Retrieved from http://www.cched.gov.ph/policies/cmo24s2015.

[3]   Commission on Higher Education (2012). CHED Memorandum Order Number 46, Series of 2012. Retrieved, from http://www.cched. gov.ph/policies/cmo46s2012.

[4]   Department of Education (2015) Policy guidelines or classroom assessment for the K to 2 basic education program. Retrieved from http://www.deped.gov.ph/orders/do.8s.2015.

[5]   Danoren, J. 2014. What does career competency man? Retrieved from Fernandez, L. M. & Buenrostro, J.(2014). Competencies of professional librarians in Northern Luzon, Philippines: basis for building capacities and continuing professional development. Retrieved from http://www.consalxvi.org/*sites/default /files/9Louie%2520Martinez%2520 Fernandez. pdf.*

[6]   Hirsh, S. (2012). Preparing future professionals through broad competency planning *Information Outlook: The Magazine of the Special Libraries Association,* 161(1) Retrieved. http://slisweb.sjsu.edu/downloads/ future_professionals.pdf.

[7]   Jordan, M. W. (2011). Developing leadership competencies in librarians. Retrieved from http://confer ence.ifla.org/ifla77.

[8]   Magno, C. Classroom (2015). Assessment in the K-12. Retrieved from http://www.slidesh are.net.crl/mgmk/k-to-12-classroom-assessment -ppt.

[9]   Michael, S., Bowen, D., and Johnston, R. (2009), "Why service recovery fails," *Journal of Service Management,* 20, (3), pp. 253-273.

[10] Pham, M.T., Goukens, C., Lehmann, D.R., & Stuart, J.A. (2010), "Shaping customer satisfaction through self-awareness cues," *Journal of Marketing Research*, 47.

[11] Professional Regulation Commission.(2015). Professional Regulatory Board for Librarians Resolution No. 3, Series of 2015: prescription, adoption and promulgation of a National Competency Based Standards for Filipino Librarians. Retrieved from https://paarl.wikis paces.com/file/view/Competencybased+standar ds +fot+ Librarains +2015.pdf.