# Library Management Competencies and Quality Performance in Universities in the Bicol Region

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**Abstract**

**Aim:** This study determined the effect of the competencies of library managers on the efficiency of library operations management in the private and state-owned universities in the Mainland Provinces of the Bicol Region.

**Methodology:** The research employed a descriptive-correlational and evaluative research design involving library managers, faculty members, and students as participants. Indicators in the research questionnaire come from standards derived from a thorough review of literature and studies validated by field experts. Mean scores, Pearson's R Moment Correlation, and Analysis of Variance techniques generated the empirical data.

**Results:** The mean competencies of library managers in Private HEIs and State-Owned academic libraries were 3.28 and 3.2, respectively. The respondents showed strong competencies across interpersonal skills, leadership skills, reference and user services, cataloging and collection development, and technical knowledge. Among clients (faculty and students), information resources, services, tools, and organization were rated highly, with 'Well-maintained library collections' and 'The library pursues strategies to stay relevant' being top indicators. Both sectors showed strong competency levels, with minor variations in specific areas.

**Conclusion:** The study revealed a high competency level among library managers, especially in interpersonal skills, leadership, reference services, and cataloging. Technological skills were a notable strength. Efficiency in managing library operations, particularly in information organization, was perceived as very high by faculty and staff. However, the study did not find a significant relationship between managers' competencies and operational efficiency. Additionally, there were no significant differences in competencies or efficiency levels between private and state-owned libraries.

**Keywords:** competencies, library operations, management efficiency, library managers

## INTRODUCTION

Library management plays a critical role in today's academic world. It is the responsibility of the library manager to create a culture of good management and ensure that a library maintains relevance and contributes to institutional success. They need to acquire new skills and competencies to keep up with the ever-changing landscape of librarianship. The American Library Association, established in 1876 through its division, Library Leadership and Management Association, created Core Competencies of Leadership and Management in 2009 to ensure library managers have the necessary skills and competencies.

Library managers or directors face challenges in developing countries like the Philippines. The lack of adequate information infrastructure, low provision for staff training and development, limited and tighter budgets, and technophobia all impair the ability of librarians to transition to new systems. However, this is not an excuse for library managers to be complacent. The Philippine Association of Academic and Research Librarians (PAARL), established in 1972, created the Competency-Based Standards for Librarians in 2016 to ensure library directors are up to date with the necessary skills and competencies. Additionally, library directors should strive to create an efficient library management system that is user- and staff-oriented and profit-oriented. Achieving this involves correct budget

allocation, leveraging e-commerce capabilities, and equipping library staff with knowledge of web-based technologies. Through effective library management, libraries can stay relevant and thrive.

Library manager quality performance is an essential factor in determining the success of a library. A good library manager should have certain qualities and competencies to manage a library properly. According to Martin (2020), culture-building, transformational leadership, situational leadership, and emotional intelligence are essential to modern library management. Similarly, the American Library Association (ALA) 's Library Leadership and Management Association (LLAMA) proposed four core leadership competencies: cognitive ability, vision, interpersonal, and managerial effectiveness. These qualities are essential for successful library management, especially during the COVID-19 pandemic, as budget cuts have impacted most libraries, and personnel cuts have most affected those who work in physical library spaces (Frederick & Wolff-Eisenberg, 2020).

According to Oyedokun (2018), librarianship may require different competencies depending on sociocultural narratives, leading to tight working schedules, lack of experience, inadequate training, and inappropriate library and information science curricula. Filipino librarians are also subject to stereotypes, such as "Miss Tapia," or misconceptions, such as being only keepers of books. In response to this issue, PAARL proposed Competency-Based Standards for Librarians based on the Philippine Librarianship Act of 1990 and 2003 (R.A. 6966 and 9246) to upgrade the competencies of Filipino library directors. A recent article in the Philippine Star suggests a need for more librarians in the Philippines. Still, policymakers consider it necessary to regulate the profession to ensure that only qualified individuals become librarians, with violations carrying penalties under RA 9246 (Adel, 2020). Contemporary librarianship in the Philippines faces various challenges, including the need for competent librarians with appropriate training and the elimination of stereotypes and misconceptions.

Proper management of academic libraries requires assessing the quality performance of library managers in terms of their efficiency in meeting organizational objectives and their skills and competencies. Addressing these challenges can improve the quality of librarianship in the Philippines and benefit the country's academic community.

The librarians in charge are essential for the successful operation of today's libraries, as they are the ones who manage all aspects of the library. As such, library managers must possess core competencies that enable them to effectively manage and lead their library. According to the American Library Association (ALA), these core competencies include cognitive ability, vision, interpersonal, and managerial effectiveness. Similarly, the Canadian Association of Research Libraries (CARL) has proposed another set of competencies, including innovative leadership and strategic planning (Fuhr, 2022).

Furthermore, library managers must also be able to demonstrate their value on- and off-campus by efficiently managing their libraries. It involves understanding budget formulas and creating an approval-ready climate through quality management systems. Moreover, library professionals must be ready to embrace entrepreneurial approaches to remain pertinent in the constantly evolving technological environment (Crumpton & Bird, 2019). Thus, it is essential for library managers to continuously sharpen their competencies and acquire needed new skills to ensure efficient management of libraries.

The shortage of librarians in the Philippines has been exacerbated by the COVID-19 pandemic, resulting in understaffed public libraries with low demand for their services (Adel, 2020). The cause lies in insufficient investment in the library profession, inadequate salaries for librarians, and budget reductions resulting from the pandemic. The reduced demand has led to reduced operating hours and temporary closures of libraries, further exacerbating the situation. As a result, library managers have adapted differently, impacting operational efficiency. To investigate the impact of competencies on management efficiency, the researcher aimed to study library competencies and their translation to quality performance in Bicol Region's universities.
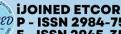
## Objective

This study determined the effect of the competencies of library managers on the efficiency of management of library operations in the private and state-owned universities in the Mainland Provinces of the Bicol Region.

Specifically, this study sought to answer the following questions:
1. What is the level of competency of library managers in terms of:
    1.1. Interpersonal skills;
    1.2. Leadership skills;
    1.3. Reference and user services;
    1.4. Cataloging and Collection development; and
    1.5. Technological knowledge and skills?
2. What is the extent of efficiency of management of library operations in terms of managing:

2.1. Information resources;
2.2. Information services;
2.3. Information tools and technologies; and
2.4. Information organization?
3. Is there a significant relationship between the library managers' competencies and the efficiency of management of library operations?
4. Are there significant differences in the efficiency of management of library operations among private and state-owned libraries?

## Hypothesis

1. There is a significant relationship between the library managers' competencies and the extent of efficiency of management of library operations;
2. There are significant differences among the aspects of library managers' competencies and efficient management of libraries in private and state-owned universities.

## METHODS

### Research Design

This study used the descriptive-correlational and evaluative design. The two main variables – the level of competencies of library managers and the efficiency of management of library operations – used descriptions and self-ratings by two types of respondents, respectively. The descriptions helped validate the target participants' opinions, feelings, and knowledge of the variables.

### Population and Sampling

The study's primary respondents were the university library managers, including line and system managers. Six (6) private universities and six (6) state-owned universities within the Bicol Region were selected to participate based on the established inclusion and exclusion criteria.

Four hundred eighteen (418) individuals participated in the study. Fifty-eight (58) library managers, two hundred forty (240) students, and one hundred twenty (120) faculty contributed to the results of the study.

### Instrument

The study developed one researcher-made survey questionnaire to describe the variable on personal and professional competencies of library managers and another to describe the variable on the efficiency of management of library operations as perceived by library clients.

The first survey questionnaire determined library managers' personal and professional competency along five main categories to be rated based on a 4-point Likert scale of competence. The five categories are interpersonal competency skills, leadership skills, Reference and user services, Cataloging and collection development competency, and Technological knowledge and skills.

The second researcher-made survey questionnaire described the efficiency of managing library operations from the perspective of the library users. A 10-point measure of expectation measured the extent of efficiency. The National Competency-Based Standards for Filipino Librarians (NCBSFL) under professional competencies acted as the primary source of the items.

### Data Collection

The trajectory of the study proceeded in three phases. The first phase involved the validation of the researcher-made questionnaire. The second phase pushed the dissemination and collection of survey questionnaires to the primary research participants, first-tier library managers at private and state-owned universities in the Bicol Region. The final phase involved surveying library clients from the respective university libraries.

### Treatment of Data

The researcher used descriptive statistics of the data collected to present the quantitative data. Mean was used to assess the competency level of library managers and the extent of efficiency of library operations management by library clients.

Pearson r correlation tested for a significant relationship between the competency level of library managers and the extent of efficiency of library operations management by library clients. At the same time, two-way ANOVA tested for any significant differences between library managers' competency level and the efficiency of library operations management by library clients between and among private and state-owned universities.

**Ethical Considerations**

The researcher adhered to the provisions of Republic Act No. 10173, often known as the Data Privacy Act. Also, strict confidentiality remained consistent for any private, personal, or sensitive information gathered.

**RESULTS and DISCUSSION**

**Level of Competency of Library Managers**

This section presents the results of the competency levels of library managers both from the Higher Education Institutions (HEIs) and state-owned institutions in the Bicol region.

***Interpersonal skills***

Interpersonal skills refer to the library manager's ability to communicate, listen, and facilitate conflict. Three subcategories measured interpersonal skills: communication, change, flexibility, and analytical and problem-solving skills.

*Communication skills*

Table 1 shows that respondents from private and state-owned HEIs perceive themselves as highly competent in communicating with their staff, scoring 3.53 and 3.51, respectively. Among private HEIs' library managers, the top three indicators of communication competence include listening to staff regardless of the issue's size (3.71), using eye contact while listening (3.68), and including specific details in feedback (3.65). Conversely, the bottom three indicators, while still rated highly, include reflecting truthful feelings in communication (3.42), creatively conveying messages using available resources (3.35), and considering problem details before reacting (3.27).

Table 1
Level of Competency of Managers along Communication

| Indicators | Private HEIs | | State-Owned | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| Value input from staff regardless of the issue's significance. | 3.71 | Very High | 3.59 | Very High |
| Maintain eye contact while listening to staff members. | 3.68 | Very High | 3.84 | Very High |
| Provide detailed feedback addressing the issue at hand. | 3.65 | Very High | 3.44 | Very High |
| Respond and offer feedback based on staff concerns. | 3.65 | Very High | 3.48 | Very High |
| Acknowledge and communicate with staff to enhance acknowledgment. | 3.61 | Very High | 3.70 | Very High |
| Utilize both verbal and non-verbal feedback. | 3.58 | Very High | 3.63 | Very High |
| Anticipate staff reactions during communication. | 3.58 | Very High | 3.56 | Very High |
| Follow through on promises made. | 3.58 | Very High | 3.59 | Very High |
| Create avenues for staff expression. | 3.52 | Very High | 3.52 | Very High |
| Avoid using routine phrases that may evoke negativity. | 3.48 | Very High | 3.37 | Very High |
| Ensure feedback quality, timing, and location are consistent. | 3.45 | Very High | 3.52 | Very High |
| Employ strong communication skills and attributes. | 3.45 | Very High | 3.48 | Very High |
| Express genuine emotions during communication. | 3.42 | Very High | 3.41 | Very High |
| Be creative in conveying messages using available resources. | 3.35 | Very High | 3.26 | Very High |
| **Mean** | **3.53** | **Very High** | **3.51** | **Very High** |

Legend: 3.26 – 4.0 (Very High); 2.51 – 3.25 (High); 1.76 – 2.50 (Poor); 1.0 – 1.75 (Very Poor)

*Change and flexibility*

Table 2 shows that the library managers from private HEIs and state-owned institutions regard themselves as very flexible managers, as shown in the mean scores of 3.35 and 3.34, respectively. The library managers from the private HEIs rated themselves with very high skills on the following indicators: learning from each person (3.71),

Table 2
Level of Competency of Managers along Change & Flexibility

| Indicators | Private HEIs | | State-Owned | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| Embrace challenges and welcome change eagerly. | 3.55 | Very High | 3.48 | Very High |
| Maintain optimism during tough times and envision brighter outcomes. | 3.42 | Very High | 3.52 | Very High |
| Acknowledge your ability to adapt and evolve. | 3.32 | Very High | 3.30 | Very High |
| Think outside the box and embrace innovation. | 2.94 | High | 3.19 | High |
| Remain receptive and open-minded compared to others. | 3.29 | Very High | 3.15 | High |
| Base significant decisions on the necessity for change. | 3.32 | Very High | 3.22 | High |
| Exhibit behavior that is refreshingly unconventional. | 3.06 | High | 3.19 | High |
| Be attentive to diverse messages and ideas. | 3.35 | Very High | 3.52 | Very High |
| Seek to learn from everyone you encounter. | 3.71 | Very High | 3.63 | Very High |
| Approach tasks creatively and devise original solutions. | 3.32 | Very High | 3.30 | Very High |
| Resolve conflicts by seeking suitable compromises. | 3.03 | High | 3.15 | High |
| Adjust strategies when facing obstacles in goal attainment. | 3.35 | Very High | 3.30 | Very High |
| Recognize the context-dependent nature of ideas. | 3.55 | Very High | 3.37 | Very High |
| Employ varied management strategies. | 3.58 | Very High | 3.48 | Very High |
| Embrace novelty and diversity in experiences. | 3.45 | Very High | 3.37 | Very High |
| **Mean** | **3.35** | **Very High** | **3.34** | **Very High** |

Legend: 3.26 – 4.0 (Very High); 2.51 – 3.25 (High); 1.76 – 2.50 (Poor); 1.0 – 1.75 (Very Poor)

adopting different approaches in management (3.58), and understanding that ideas can be perceived in different contexts (3.55). The bottom three indicators are the following: adopt very unconventional conduct (3.06), look for an appropriate solution to a disagreement (3.03), and unconventional (2.94). The results suggest that managers are highly adaptable to change and recognize the importance of every team member's role. Various strategies can be employed to address changes, although perceptions of solutions may vary among team members, particularly those who prefer traditional approaches.

*Analytical and problem-solving skills*
Table 3 indicates the result of the competency level of the library managers along with analytical and problem-solving. Generally, private HEIs and state-owned library managers regard themselves as competent in analytical and problem-solving, as shown in the mean score ratings of 3.34 and 3.31, respectively. Specifically, for the library managers of private HEIS, the following characteristics of analytical and problem-solving skills have the highest mean score of 3.42: making decisions that reflect realistic goals and careful consideration of library needs; gathering, utilizing, and interpreting relevant information when making decisions; demonstrate the ability and willingness to uphold decisions and defend opinions when necessary; develop actionable recommendations based on an understanding of various options and trade-offs, and evaluate material insight.

Table 3
Level of Competency of Managers along with Analytical, Problem-Solving Skills

| Indicators | Private HEIs | | State-Owned | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| Analyze patterns, draw conclusions, and make instant recommendations. | 3.26 | Very High | 3.22 | High |
| Follow a problem-solving process despite obstacles and resistance. | 3.39 | Very High | 3.33 | Very High |
| Identify and articulate aspects based on problem-solving. | 3.32 | Very High | 3.30 | Very High |
| Develop actionable recommendations considering various options. | 3.42 | Very High | 3.22 | High |
| Understand complex problems with multiple variables. | 3.26 | Very High | 3.30 | Very High |
| Develop action plans anticipating implementation challenges. | 3.35 | Very High | 3.22 | High |
| Make decisions reflecting realistic goals and library needs. | 3.42 | Very High | 3.37 | Very High |
| Gather, utilize, and interpret relevant information for decisions. | 3.42 | Very High | 3.41 | Very High |
| Uphold decisions and defend opinions when needed. | 3.42 | Very High | 3.37 | Very High |
| Consider risks, benefits, and impacts before acting. | 3.39 | Very High | 3.44 | Very High |
| Analyze key information and problems clearly. | 3.39 | Very High | 3.41 | Very High |
| Evaluate insights and information. | 3.42 | Very High | 3.44 | Very High |
| Use inference and deductive reasoning effectively. | 3.39 | Very High | 3.37 | Very High |

| | | | | |
|---|---|---|---|---|
| Use inductive reasoning effectively. | 3.16 | High | 3.19 | High |
| Analyze patterns, draw conclusions, and make instant recommendations. | 3.06 | High | 3.00 | High |
| **Mean** | **3.34** | **Very High** | **3.31** | **Very High** |

Legend: 3.26 – 4.0 (Very High); 2.51 – 3.25 (High); 1.76 – 2.50 (Poor); 1.0 – 1.75 (Very Poor)

### Leadership skills

The second set of competencies is leadership competencies, defined as skills and behaviors contributing to superior performance. Levels of working collaboratively with other people measured this competency. It refers to the library manager's ability to attract innovative people and provide a work environment for those individuals to thrive and grow individually and collaboratively to get things done.

#### Working collaboratively

Results in Table 4 indicate that private HEIs and state-owned library managers generally regard themselves as competent in working collaboratively with others, with a mean score of 3.37 and 3.35, respectively. Specifically, for the library managers of private HEIs, the following are the top three from among the indicators: negotiating and adopting a "give-and-take" approach to problem situations (3.55); relating and connecting in the organization (3.52); filling out forms and work with the details quickly (3.48), and critical to successful conflict resolution is to respect opponent (3.48). On the one hand, the following were the bottom three indicators but still considered as a high level of competency: find making strategic plans for the company appealing (3.19); avoid hard feelings by keeping disagreements with others to oneself (3.10); and insist on the merits of its point of view (2.94).

Table 4
Level of Competency of Managers along Working Collaboratively

| Indicators | Private HEIs | | State-Owned | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| Effective with the detailed aspects of work | 3.39 | Very High | 3.44 | Very High |
| Effective at problem solving | 3.35 | Very High | 3.30 | Very High |
| Fill out forms and work with the details easily | 3.48 | Very High | 3.48 | Very High |
| Relate and connect with one another in the organization | 3.52 | Very High | 3.52 | Very High |
| Immediately address problems when they arise | 3.39 | Very High | 3.37 | Very High |
| Use emotional energy to motivate others | 3.26 | Very High | 3.11 | High |
| Find making strategic plans for company appealing | 3.19 | High | 3.15 | High |
| Key to successful conflict resolution is to respect to | 3.48 | Very High | 3.41 | Very High |
| Effective at obtaining resources to support opponents of the | 3.39 | Very High | 3.26 | Very High |
| Flexible about making changes in organization of | 3.39 | Very High | 3.37 | Very High |
| Explore issues with others to find solutions our program | 3.39 | Very High | 3.44 | Very High |
| Negotiate and adopt a "give-and-take" that meet everyone's needs | 3.55 | Very High | 3.52 | Very High |
| Met the expectations of others | 3.23 | Very High | 3.37 | Very High |
| Insist on the merits of own point of view | 2.94 | High | 3.15 | High |
| Avoid hard feelings by keeping disagreements with others to oneself | 3.10 | High | 3.30 | Very High |
| **Mean** | **3.37** | **Very High** | **3.35** | **Very High** |

Legend: 3.26 – 4.0 (Very High); 2.51 – 3.25 (High); 1.76 – 2.50 (Poor); 1.0 – 1.75 (Very Poor)

### Reference and user services

The third set of competencies involves reference and user services, assessing the library manager's skills and behaviors in identifying users' reference needs. Customer service orientation, which evaluates the library manager's ability to assist users in fulfilling their long-term needs and desires, measured this competency.

#### Customer service orientation

As shown in Table 7, library managers in private and state-owned institutions see themselves as having a very high level of competency in customer service orientation, with 3.6 and 3.31 mean scores, respectively. For the private HEIs library managers, the following indicators are among the top three and interpreted as a very high level of competency: adopt services based on the specific needs of each customer (3.61); marketing activities of the library is based on customers' needs and wishes (3.58), and clients find it easy to contact and do transactions in the library

Table 5
Level of Competency of Managers along Customer Service Orientation

| Indicators | Private HEIs | | State-Owned | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| Gather customer feedback regularly. | 3.42 | Very High | 3.37 | Very High |
| Base library marketing on customer feedback. | 3.58 | Very High | 3.37 | Very High |
| Tailor services to individual customer needs. | 3.61 | Very High | 3.41 | Very High |
| Develop and execute marketing plans. | 3.32 | Very High | 3.11 | Very High |
| Conduct market surveys. | 3.19 | High | 2.96 | High |
| Identify success factors for each user segment. | 3.23 | High | 3.15 | High |
| Update services based on user needs. | 3.23 | High | 3.30 | Very High |
| Adjust service usage based on user types and benefits. | 3.26 | Very High | 3.19 | High |
| Customize services for different user types. | 3.39 | Very High | 3.26 | Very High |
| Monitor user satisfaction regularly. | 3.35 | Very High | 3.37 | Very High |
| Carefully select staff for customer interactions. | 3.29 | Very High | 3.33 | Very High |
| Ensure staff is trained for customer transactions. | 3.32 | Very High | 3.33 | Very High |
| Prioritize user interests. | 3.52 | Very High | 3.37 | Very High |
| Show respect to users and address their concerns. | 3.39 | Very High | 3.56 | Very High |
| Gather customer feedback regularly. | 3.52 | Very High | 3.56 | Very High |
| **Mean** | **3.6** | **Very High** | **3.31** | **Very High** |

Legend: 3.26 – 4.0 (Very High); 2.51 – 3.25 (High); 1.76 – 2.50 (Poor); 1.0 – 1.75 (Very Poor)

(3.52). The following indicators are rated as a high level of competency and are among the bottom three indicators: identify the critical success factors in the use of services for each user segment (3.23); introduce changes in the specifications or the characteristics of services when identifying new user needs (3.23) and use market surveys (3.19).

**Cataloging and collection development**

The fourth set of competencies is cataloging and collection development. Cataloging refers to the library manager's ability to access all acquired library information resources for the client's personal and professional growth and development, including metadata handling. In contrast, collection development refers to the library manager's ability level to build library materials to meet users' information needs in a timely and economical manner. These two subcategories measured the respondents' level of cataloging and collection development competencies.

*Cataloging and metadata*

Table 6 results indicate that managers from private institutions and state-owned libraries perceive themselves as highly competent in cataloging and metadata, scoring 3.26 and 3.05 mean scores, respectively. In private HEIs, managers feel particularly adept in enhancing cataloging by adding subject terms, call numbers, search terms, and local information (3.35); ensuring authority control on headings like authors' names and series titles (3.35); and applying standards for shareable cataloging records (3.35). They also feel highly competent in collaborating with systems librarians for optimal catalog and database configuration (3.19), working on digital library projects adhering to standards (3.19), and contributing to national database development (3.06).

Table 6
Level of Competency of Managers, along with Cataloging and Metadata

| Indicators | Private HEIs | | State-Owned | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| Control global knowledge collections for local and digital catalogs. | 3.29 | Very High | 3.26 | Very High |
| Train cataloging staff for efficient workflows. | 3.29 | Very High | 3.07 | High |
| Optimize catalog and database indexing with systems librarians. | 3.19 | High | 3.04 | High |
| Address complex search queries with reference librarians. | 3.29 | Very High | 3.15 | High |
| Coordinate workflows across departments for acquisitions. | 3.26 | Very High | 3.19 | High |
| Develop local policies and metadata for digital projects. | 3.19 | High | 2.89 | High |
| Contribute to national databases and standards. | 3.06 | High | 2.74 | High |
| Standardize cataloging records for sharing. | 3.35 | Very High | 3.22 | High |
| Ensure quality and authority control in catalogs and databases. | 3.29 | Very High | 2.96 | High |
| Describe and provide access to diverse library items. | 3.32 | Very High | 3.00 | High |
| Enrich cataloging with additional local information. | 3.35 | Very High | 3.04 | High |
| Maintain authority control for accurate record headings. | 3.35 | Very High | 3.15 | High |

| | | | | |
|---|---|---|---|---|
| Provide rush cataloging and resolve errors promptly. | 3.32 | Very High | 3.07 | High |
| Conduct subject analysis and create catalog call numbers. | 3.26 | Very High | 3.07 | High |
| Research cataloging issues and share findings. | 3.10 | High | 2.89 | High |
| **Mean** | **3.26** | **Very High** | **3.05** | **High** |

Legend: 3.26 – 4.0 (Very High); 2.51 – 3.25 (High); 1.76 – 2.50 (Poor); 1.0 – 1.75 (Very Poor)

*Collection development*

Results in Table 7 show that the managers of private HEIs and state-owned libraries see themselves as having a very high level of competency in collection development, with 3.34 and 3.26 mean scores, respectively. Specifically, for the private HEIS, the following indicators have a very high mean score: quality rather than quantity when selecting collections of books (3.61); the collection is continually relevant to the needs of the library's users (3.61), and faculty is jointly responsible for collection development (3.48). The following indicators are with a high level of competency interpretation: initiate and maintain resource-sharing arrangements with other libraries to enhance the collection and reduce costs (3.23); maintain a regular weeding program of 3 to 5% of older materials each year to keep the collection relevant and up-to-date (3.03), use of card catalogs rather than online or electronic catalogs because of reliability.

Table 7
Level of Competency of Managers along Collection Development

| Indicators | Private HEIs | | State-Owned | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| Faculty shares collection development responsibility. | 3.48 | Very High | 3.63 | Very High |
| Prioritize quality over quantity in book selections. | 3.61 | Very High | 3.59 | Very High |
| Plan and procure library materials year-round. | 3.29 | Very High | 3.56 | Very High |
| Have clear collection development policies. | 3.45 | Very High | 3.48 | Very High |
| Regularly review library holdings. | 3.32 | Very High | 3.37 | Very High |
| Ensure collection meets user needs. | 3.61 | Very High | 3.59 | Very High |
| Identify and address collection weaknesses. | 3.45 | Very High | 3.37 | Very High |
| Keep at least 5 copies of frequently used materials. | 3.35 | Very High | 3.00 | High |
| Keep holdings updated and relevant. | 3.42 | Very High | 3.33 | Very High |
| Follow separate procedures for Filipiniana collections. | 3.42 | Very High | 3.15 | High |
| Maintain a core collection of 5,000 books (10,000 for universities). | 3.45 | Very High | 3.26 | Very High |
| Maintain relevant periodical subscriptions. | 3.35 | Very High | 3.07 | High |
| Regularly weed older materials (3-5% annually). | 3.03 | High | 2.74 | High |
| Collaborate with other libraries for resource-sharing. | 3.23 | High | 3.04 | High |
| Prefer card catalogs for reliability over electronic ones. | 2.65 | High | 2.67 | High |
| **Mean** | **3.34** | **Very High** | **3.26** | **Very High** |

Legend: 3.26 – 4.0 (Very High); 2.51 – 3.25 (High); 1.76 – 2.50 (Poor); 1.0 – 1.75 (Very Poor)

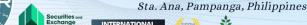**Technological knowledge and skills**

The final set of competencies refers to technological and knowledge skills. Its subcategories are general technical knowledge and electronic sources. Two subcategories measured the level of competency: general technological knowledge and knowledge of electronic sources. General technological knowledge refers to the library manager's ability to apply tacit knowledge, practical rule knowledge, technological science, and applied (natural or social) science to the workplace. Electronic sources knowledge refers to the library manager's ability to use and apply information from non-traditional sources to meet the needs of its users and the whole organization.

*General technological knowledge and skills*

Table 8 outlines the technological competencies of library managers in private and state-owned HEIs, revealing generally high competency levels with mean scores of 2.98 and 2.78, respectively. In private HEIs, top competencies include effective technical support pursuit (3.45), detailed understanding of computer hardware functions (3.26), and familiarity with operating system terminology (3.16), while lower competencies involve LAN component setup (2.81), network security knowledge (2.74), and maintenance planning (2.74). Conversely, state-owned library managers excel in hardware understanding (3.15), technical support pursuit (2.96), and operating system knowledge (2.96), with weaker areas in maintenance execution (2.67), network security understanding (2.63), and troubleshooting (2.63).
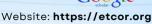
Table 8
Level of Competency of Managers along General Technological Knowledge and Skills

| Indicators | Private HEIs | | State-Owned | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| Comprehend computer hardware functions thoroughly. | 3.26 | Very High | 3.15 | High |
| Seek efficient methods for technical support. | 3.45 | Very High | 2.96 | High |
| Identify and articulate hardware issues. | 3.06 | High | 2.78 | High |
| Understand operating system terminology and functions. | 3.16 | High | 2.96 | High |
| Troubleshoot operating system problems. | 2.94 | High | 2.63 | High |
| Manage system upgrade processes. | 2.90 | High | 2.74 | High |
| Understand network protocols and components. | 3.00 | High | 2.67 | High |
| Configure key LAN setup components. | 2.81 | High | 2.74 | High |
| Understand client/server and peer-to-peer networks. | 2.87 | High | 2.74 | High |
| Apply user ID and account management principles. | 3.00 | High | 2.81 | High |
| Comprehend network security architecture. | 2.74 | High | 2.63 | High |
| Address security and privacy threats. | 2.84 | High | 2.70 | High |
| Stay updated on emerging security threats and strategies. | 3.03 | High | 2.74 | High |
| Install appropriate hardware for public use. | 2.84 | High | 2.74 | High |
| Execute maintenance and update plans for public computers | 2.74 | High | 2.67 | High |
| **Mean** | **2.98** | **High** | **2.78** | **High** |

Legend: 3.26 – 4.0 (Very High); 2.51 – 3.25 (High); 1.76 – 2.50 (Poor); 1.0 – 1.75 (Very Poor)

*Electronic sources*

Table 9 illustrates the competencies of library managers regarding electronic sources. Both private and state-owned HEIs' library managers rate themselves as highly competent, with mean scores of 2.79 and 2.88, respectively. Among private HEIs' library managers, top competencies include understanding licensing concepts, archival rights, and interlibrary loan issues (3.29), knowledge of electronic resource licensing and legal aspects (3.23), and managing electronic resource budgets and acquisitions (3.23). Lower competencies in this area involve understanding emerging digital preservation techniques, data visualization, and cloud computing (2.81), familiarity with internet protocols and file transfer protocols (2.81), markup languages (2.68), and software like link resolver software and electronic resources management software (2.61).

Table 9
Level of Competency of Managers along Electronic Sources

| Indicators | Private HEIs | | State-Owned | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| Understanding content licensing, legal concepts, and contracts. | 3.29 | Very High | 3.07 | High |
| Knowledge of electronic resource licensing, covering copyright, privacy, & IP. | 3.23 | High | 3.04 | High |
| Competence in managing electronic resource acquisitions and budgets. | 3.23 | High | 3.04 | High |
| Understanding records management for electronic purchases and access. | 3.13 | High | 3.07 | High |
| Awareness of trends in electronic resource life cycles. | 3.16 | High | 3.04 | High |
| Knowledge of IPs, FTPs, & authentication services. | 2.81 | High | 2.74 | High |
| Proficiency in Markup languages like HTML, XML. | 2.68 | High | 2.70 | High |
| Familiarity with library management software. | 2.61 | High | 2.67 | High |
| Understanding emerging digital preservation techniques and technologies. | 2.81 | High | 2.78 | High |
| Handling complex data related to electronic resources. | 2.90 | High | 2.85 | High |
| Knowledge of system architectures for e-resources access and preservation. | 2.84 | High | 2.67 | High |
| Analyzing and interpreting data using databases and tools. | 3.03 | High | 2.96 | High |
| Evaluating electronic resource purchases using research methods. | 3.00 | High | 2.93 | High |
| Assessing technology-based products for efficiency and cost-effectiveness. | 2.87 | High | 2.78 | High |
| **Mean** | **2.79** | **High** | **2.88** | **High** |

Legend: 3.26 – 4.0 (Very High); 2.51 – 3.25 (High); 1.76 – 2.50 (Poor); 1.0 – 1.75 (Very Poor)

**Summary of level of competencies of library managers**

In summary (Table 10), the library manager of private HEIs, reference, and user services has the highest mean score (3.6) among the listed competencies interpreted as very high. Technical knowledge and skills have the lowest mean score (2.88) among the listed competencies, although still interpreted as high. For the library managers

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of state-owned institutions, interpersonal skills have the highest mean score (3.39), while technical knowledge and skills also have the lowest mean score (2.83) among the listed competencies.

Table 10
Summary of Competencies of Library Managers

| Competency | Private HEIs | | State-Owned | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| A. Interpersonal skills | 3.41 | Very High | 3.39 | Very High |
| B. Leadership skills | 3.37 | Very High | 3.35 | Very High |
| C. Reference and user services | 3.6 | Very High | 3.31 | Very High |
| D. Cataloguing and Collection development | 3.3 | Very High | 3.15 | High |
| E. Technical knowledge and skills | 2.88 | High | 2.83 | High |
| **Mean** | **3.28** | **Very High** | **3.20** | **High** |

Legend: 3.26 – 4.0 (Very High); 2.51 – 3.25 (High); 1.76 – 2.50 (Poor); 1.0 – 1.75 (Very Poor)

It implies that, indeed, the library managers of the private institutions are in the eye of providing the expressed needs of the library users, as seen in the massive approach utilized by the libraries to cater to their users who cannot physically use the library. Aside from this, for the past three years, when the global pandemic came, academic institutions, including the library, have had to make massive changes in approaches to serve their learners better.

Research has explored the urgent requirements of learners and faculty transitioning to modular and online learning methods. Consequently, library managers and staff prioritized customer service orientation, ranking interpersonal skills prominently in state-owned libraries. This emphasis likely stems from ongoing communication with management and users regarding evolving library operations and service adjustments. Adaptability is crucial for embracing change, alongside analytical skills, to ensure the uninterrupted delivery of library services.

Technical knowledge and skills were some of the competencies expected to be acquired by library managers at the start of implementing 21st–century learning. When education transitioned to the new normal, they faced the challenge of leading the implementation of technological advancements in library services. However, acquiring technological skills requires higher costs, advanced training, and constant practice. Most of the time, the institution's I.T. department endorses technological upgrades. For state-owned institutions, advancement in technology would require prior planning and budgeting subject to the approval of the Department of Budget Management before they can implement any change. Consequently, academic institutions cannot fully implement technological advancement due to internet connection and speed challenges.

As Singh and Widen (2021) mentioned, library and information sciences (LIS) professionals are under tremendous external and internal pressure to manage change in libraries and information centers. Ramos-Eclevia (2023) determined various library skills and competencies deemed necessary by library managers, such as: 'customer service and 'ethics and values, as the highest competency, with additional competencies (i.e. professional competencies in records/archives management and I.T., communication skills focusing on group work/teamwork and proficiency in ASEAN languages, administrative skills that handle financial management/budgeting, facilities management, personnel management, and project management, research skills or knowledge sharing, and lastly, cultural competencies).

**Level of Efficiency in Management of Library Operations**
This section presents the results of the efficiency level in the management of library operations as rated by the faculty and students of both the private and state-owned HEIs. The 'extent of efficiency of management of library operations' refers to the efficiency of management operations based on the four (4) significant roles of a library manager, as perceived by clients: managing information resources, managing information services, managing information tools and technologies, and managing information organization. The clients perceive these roles differently, thus uniquely influencing the success of management operations.

*Information resources*
Table 11 demonstrates that the management of library operations regarding information resources is highly efficient for faculty and students, with mean scores of 8.24 and 8.65, respectively, indicating a very high and excellent efficiency level. Specifically, among private HEIs' faculty, maintaining well-organized library collections (8.88) and the availability of student publications like theses and dissertations (8.75) are considered excellent efficiency indicators. Although online accessibility of library resources (8.33) and ease of access to digitized materials (8.22) are rated lower,

they still signify a very high efficiency level. Similarly, well-maintained library collections (9.12) and a wide selection of resource materials (8.89) are seen as excellent efficiency levels for students. At the same time, up-to-date collections (8.70) and digitized resource accessibility (8.61) are also interpreted as excellent despite being lower-rated indicators. In state-owned HEIs, efficiently maintained library collections (8.62) and resource accessibility through catalogs (8.35) are top efficiency indicators. Conversely, digitized resource accessibility (7.77) and online resource availability (7.73) are rated lower but still indicate high efficiency. These patterns are mirrored in student evaluations, where efficient resource discovery through catalogs (8.75) and well-maintained collections (8.78) are top indicators of excellent efficiency. In contrast, despite being considered bottom indicators, a wide range of resource materials (8.38) and easy access to digitized resources (8.22) represent very high efficiency levels.

Table 11
Level of Efficiency in Management of Library Operations in Terms of Information Resources

| Indicators (The library has…) | Private HEIs | | | | State-Owned | | | | Summary | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Faculty Mean | I | Students Mean | I | Faculty Mean | I | Students Mean | I | Faculty Mean | I | Students Mean | I |
| diverse resources | 8.72 | E | 8.89 | E | 8.30 | VH | 8.38 | VH | 8.51 | E | 8.63 | E |
| user-friendly catalogs | 8.68 | E | 8.84 | E | 8.35 | **VH** | 8.78 | **E** | 8.52 | **E** | 8.81 | **E** |
| collections are well-maintained | 8.88 | E | 9.12 | E | 8.62 | **E** | 8.75 | **E** | 8.75 | **E** | 8.93 | **E** |
| online accessibility | 8.33 | VH | 8.81 | E | 7.77 | VH | 8.59 | E | 8.05 | VH | 8.70 | E |
| updated materials | 8.42 | VH | 8.70 | E | 8.32 | VH | 8.60 | E | 8.37 | VH | 8.65 | E |
| digitized resources | 8.22 | VH | 8.61 | E | 7.73 | VH | 8.22 | VH | 7.98 | VH | 8.41 | VH |
| available student publications | 8.75 | E | 8.86 | E | 8.35 | VH | 8.49 | VH | 8.55 | E | 8.68 | E |
| **Mean** | **8.57** | | **8.83** | **E** | **8.20** | **VH** | **8.54** | **E** | **8.39** | **VH** | **8.69** | **E** |

Legend: 8.51 – 10.0; (Excellent/E) 7.01 – 8.50 (Very High/VH); 5.51 – 7.0 (High/H); 4.01 – 5.50 (Fair/F); 2.51 – 4.0 (Low/L); 1.0-2.50 (Very Low/VL)

*Library operations*

Table 12 reveals that faculty and students acknowledge the library's efforts to remain relevant and meet their needs, rating these strategies with excellent levels of efficiency at 8.59 and 8.87 mean scores, respectively. Specifically, faculty from private HEIs highly appreciate the library's pursuit of relevant strategies (8.73), indicating excellent efficiency. On the other hand, the library's training programs for users (7.80) are the least emphasized but still regarded as very efficient. Similarly, students highly value the library's relevant strategies (8.95), signifying excellent efficiency, while the training programs for users (8.44) are rated lower but still demonstrate a very high-efficiency level.

Table 12
Level of Efficiency in Management of Library Operations in Terms of Information Services

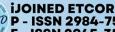| Indicators (The library provides…) | Private HEIs | | | | State-Owned | | | | Summary | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Faculty Mean | I | Students Mean | I | Faculty Mean | I | Students Mean | I | Faculty Mean | I | Students Mean | I |
| open access to resources | 8.65 | E | 8.64 | E | 7.90 | VH | 8.54 | E | 8.28 | VH | 8.59 | E |
| offers reading advice | 8.18 | VH | 8.57 | E | 7.53 | VH | 8.16 | VH | 7.86 | VH | 8.36 | VH |
| supplies reference materials | 8.70 | E | 8.88 | E | 8.40 | VH | 8.55 | E | 8.55 | E | 8.72 | E |
| conducts user training | 7.80 | VH | 8.44 | VH | 7.10 | **VH** | 8.85 | VH | 7.45 | VH | 8.65 | E |
| meets academic needs | 8.73 | **E** | 8.95 | **E** | 8.45 | VH | 8.80 | **VH** | 8.59 | **E** | 8.87 | **E** |
| **Mean** | **8.48** | **VH** | **8.74** | **E** | **7.99** | **VH** | **8.56** | **VH** | **8.24** | **VH** | **8.65** | **E** |

Legend: 8.51 – 10.0; (Excellent/E) 7.01 – 8.50 (Very High/VH); 5.51 – 7.0 (High/H); 4.01 – 5.50 (Fair/F); 2.51 – 4.0 (Low/L); 1.0-2.50 (Very Low/VL)

*Information tools and technologies*

Table 13 highlights the top indicators of efficiency for both faculty and students in private and state-owned HEIs. Smooth access to every library operation (8.27) is the faculty's top-rated indicator, signaling high efficiency, while students prioritize a complete database of accessible resources (8.68) as their top indicator, representing excellent efficiency. Specifically for private HEIs' faculty, excellent efficiency is observed in smooth access to operations (8.55) and a very high level of efficiency in the library's comprehensive database (8.45). Similarly, students rate the user-

friendliness of the library webpage (8.75) and smooth access to operations (8.66) as very high-efficiency indicators. Despite being bottom-rated, certain indicators like the availability of necessary tools in the library computer lab (8.07 for faculty, 8.38 for students) and email communication (8.04 for students) still denote very high efficiency. State-owned HEIs' faculty prioritize smooth operation access (7.98) and engaging social media presence (7.85) as highly efficient, while students emphasize the completeness of the resource database (8.74) and the library's social media engagement (8.71) as very high-efficiency indicators. Conversely, indicators like email communication (8.34), easy book searches on the library webpage (8.34), and the user-friendliness of the library webpage (8.30) are bottom-rated but still reflect a very high level of efficiency.

Table 13
Level of Efficiency in Management of Library Operations in Terms of Information Tools and Technologies

| Indicators (The library…) | Private HEIs | | | | State-Owned | | | | Summary | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Faculty Mean | I | Students Mean | I | Faculty Mean | I | Students Mean | I | Faculty Mean | I | Students Mean | I |
| communicates via email | 8.08 | VH | 8.04 | VH | 7.52 | E | 8.34 | VH | 7.80 | VH | 8.19 | VH |
| has a well-equipped computer lab | 8.07 | VH | 8.38 | VH | 7.15 | VH | 8.54 | E | 7.61 | VH | 8.46 | VH |
| maintains a comprehensive resource database | 8.45 | VH | 8.62 | E | 7.65 | VH | 8.74 | E | 8.05 | VH | 8.68 | E |
| enables easy book searches online | 8.02 | VH | 8.63 | E | 6.85 | H | 8.34 | VH | 7.43 | VH | 8.48 | VH |
| ensures smooth library operations | 8.55 | E | 8.66 | E | 7.98 | VH | 8.46 | VH | 8.27 | VH | 8.56 | E |
| engages users on social media | 8.22 | VH | 8.61 | E | 7.85 | VH | 8.71 | E | 8.03 | VH | 8.66 | E |
| offers a user-friendly website | 8.23 | VH | 8.75 | E | 7.05 | VH | 8.30 | VH | 7.64 | VH | 8.53 | E |
| **Mean** | **8.23** | **VH** | **8.53** | **E** | **7.44** | **VH** | **8.49** | **VH** | **7.83** | **VH** | **8.51** | **E** |

Legend: 8.51 − 10.0; (Excellent/E) 7.01 − 8.50 (Very High/VH); 5.51 − 7.0 (High/H); 4.01 − 5.50 (Fair/F); 2.51 − 4.0 (Low/L); 1.0-2.50 (Very Low/VL)

*Information organization*

Table 14 reveals a consensus among faculties and students from both private and state-owned HEIs regarding the highly efficient management of library operations, particularly focusing on information organization. Faculty members highlight friendly and motivated library personnel (9.07) as the top indicator, whereas students prioritize visiting the library is fun and engaging (9.13). Specifically in private HEIs, faculty also emphasize the importance of friendly and motivated library personnel (9.35) and the library's aesthetics (9.0) as indicators of excellent efficiency, while lower-rated indicators like visiting the library is fun and engaging (8.58) and library partnerships/collaborations

Table 14
Level of Efficiency in Management of Library Operations in Terms of Information Organization

| Indicators (The library…) | Private HEIs | | | | State-Owned | | | | Summary | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Faculty Mean | I | Students Mean | I | Faculty Mean | I | Students Mean | I | Faculty Mean | I | Students Mean | I |
| engages in university affairs | 8.77 | E | 8.95 | E | 8.37 | VH | 8.88 | E | 8.57 | E | 8.92 | E |
| operates transparently | 8.77 | E | 8.86 | E | 8.43 | VH | 8.84 | E | 8.60 | E | 8.85 | E |
| offers an enjoyable experience for visitors | 8.58 | E | 9.29 | E | 8.07 | VH | 8.97 | E | 8.33 | VH | 9.13 | E |
| has friendly, motivated staff | 9.35 | E | 9.09 | E | 8.78 | E | 8.87 | E | 9.07 | E | 8.98 | E |
| actively promotes itself | 9.02 | E | 8.99 | E | 8.70 | E | 8.89 | E | 8.86 | E | 8.94 | E |
| collabs w/ other libraries | 8.53 | E | 8.71 | E | 8.10 | VH | 8.45 | VH | 8.32 | VH | 8.58 | E |
| is a beautiful university spot | 9.00 | E | 9.32 | E | 8.47 | VH | 8.92 | E | 8.73 | E | 9.12 | E |
| **Mean** | **8.86** | **E** | **9.03** | **E** | **8.42** | **VH** | **8.83** | **E** | **8.64** | **E** | **8.93** | **E** |

Legend: 8.51 − 10.0; (Excellent/E) 7.01 − 8.50 (Very High/VH); 5.51 − 7.0 (High/H); 4.01 − 5.50 (Fair/F); 2.51 − 4.0 (Low/L); 1.0-2.50 (Very Low/VL)

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(8.53) still exhibit excellent efficiency levels. Similarly, students identify library's aesthetic appeal (9.32) and visiting the library is fun and engaging (9.29) as top indicators of excellent efficiency. Conversely, state-owned HEI faculties highly rate friendly and motivated library personnel (8.78) and active library promotion (8.70) as excellent efficiency indicators, while lower-rated indicators like library partnerships/collaborations (8.10) and fun and engaging library visits (8.07) still showcase very high efficiency. Among students, top-rated indicators such as fun and engaging library visits (8.97) and active library promotion (8.89) demonstrate excellent efficiency, while lower-rated indicators like transparent library operations (8.84) and library partnerships/collaborations (8.45) maintain an excellent level with very high efficiency.

**Summary of efficiency of library management**

Table 15 summarizes the efficiency levels in managing library operations across four indicators for faculty and students in private and state-owned HEIs. The results indicate that library managers are generally perceived as highly efficient, with mean scores of 8.28 for faculty and 8.70 for students, signifying excellent efficiency levels. Information organization is the top indicator, receiving excellent ratings (8.64 for faculty, 8.93 for students). In contrast, information tools and technologies rank lowest yet still have very high-efficiency ratings (7.83 for faculty, 8.81 for students). Specifically, faculty and students from private and state-owned HEIs view information organization as the most efficient aspect, with excellent and very high ratings across the board (8.86; 8.42 for faculty, 9.03; 8.03 for students). Conversely, information tools and technologies were the least efficient, garnering lower ratings from private (8.23; 8.53 for faculty and students, respectively) and state-owned HEIs (7.44; 8.49 for faculty and students, respectively).

Table 15
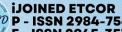Summary of Efficiency of Library Management

| Efficiency | Private HEIs | | | | State-Owned | | | | Summary | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Faculty Mean | I | Students Mean | I | Faculty Mean | I | Students Mean | I | Faculty Mean | I | Students Mean | I |
| a. Information Resources | 8.57 | E | 8.83 | E | 8.20 | VH | 8.54 | E | 8.39 | VH | 8.69 | E |
| b. Information services | 8.48 | VH | 8.74 | E | 7.99 | VH | 8.56 | E | 8.24 | VH | 8.65 | E |
| c. Information tools and technologies | 8.23 | VH | 8.53 | E | 7.44 | VH | 8.49 | VH | 7.83 | VH | 8.51 | E |
| d. Information organization | 8.86 | E | 9.03 | E | 8.42 | VH | 8.83 | E | 8.64 | E | 8.93 | E |
| **Mean** | **8.54** | **E** | **8.78** | **E** | **8.01** | **VH** | **8.61** | **E** | **8.28** | **VH** | **8.70** | **E** |

Legend: 8.51 – 10.0; (Excellent/E) 7.01 – 8.50 (Very High/VH); 5.51 – 7.0 (High/H); 4.01 – 5.50 (Fair/F); 2.51 – 4.0 (Low/L); 1.0-2.50 (Very Low/VL)

HEIs regularly undergo accreditation with the library as one of the core areas being observed and evaluated in terms of following the standards set forth by the Qualifications Framework (PQF), the ASEAN Qualifications Reference Framework (AQRF), and the Revised Policies, Standards, and Guidelines for the Bachelor of Library and Information Science (BLIS) Program, and the Professional Regulatory Board (PRB) for Librarians. In addition, private and state-owned libraries underwent a series of structural and operational improvements and innovations, even before the pandemic, to be aligned with 21st-century education. Henceforth, results imply that the library managers are doing great in ensuring that their users find the library a fun and engaging place to stay, greeted by friendly and highly motivated library personnel. Using social media as a form of interaction is also a plus factor since all genres are already in social media.

Meanwhile, information tools and technologies are seen as the bottom indicator since this area entails additional costs, and the workforce is even more challenging because of the perineal problem of intermittent internet connections. Computer technologies and purchasing educational software for teaching and research purposes also entail higher costs and require a competent workforce for management. Further, preparation and setting up the structure also takes time. However, due to the pandemic, HEIs were even pushed to intensify upgrades and convert all library resources to digital ones so users could access them online. Despite achievements recorded in academic libraries due to changes toward IT-centered operations, there is still another side to the coin, according to Bhardwaj (2018). Issues such as technostress, a technology-related health problem, came to the fore. Other challenges surfaced,

such as increased expenditure, staffing issues, etc. Managers must respond swiftly to the ever-evolving needs and expectations of the users as information and technology resources upscale.

Further, Ramos-Eclevia's (2023) study is tuned to the present study, where the majority of the respondents strongly agree with 'customer service and 'ethics and values' having the highest percentage. However, Le's (2019) survey findings made communication skills a vital component among four other essential academic leadership skills (vision, integrity, management, and collaboration). For Moran et al. (2017), the most efficient organizations use their resources to maintain a competitive advantage. The new management framework in today's 21st-century libraries states that pressure to increase organizational performance can be beneficial because it forces an organization to rethink its priorities and practices. The quality, innovative potential, efficiency, and responsiveness to library users' needs have all been tested and were found to have significant advantages.

### Relationships between competency and efficiency

Table 16 shows that since 0.317 is less than 0.077, reject H1 that there is a significant relationship between library managers' competencies and their efficient management of libraries. There is insufficient evidence to support the claim that a significant relationship exists between library managers' competencies and their efficient management of libraries.

Table 16
Relationship of Competencies of Library Managers with their Efficient Management of Libraries

| Variables | Mean | r-value | Tabular value 0.05 | Statistical significance |
|---|---|---|---|---|
| Competencies | 7.8757 | 0.0317 | 0.077 | Not significant |
| Management Efficiency | 3.21 | - | - | - |

Legend: level of significance = 0.05

### Differences among aspects of library management operations and efficiency of management of libraries and among institutions

Table 17 shows that since 6.2301 < 6.39, the null hypothesis is rejected that there are significant differences among the aspects of competencies of library managers. Henceforth, statistical test postulates no significant difference. Likewise, since 4.3631 < 7.71, the null hypothesis is rejected that there are significant differences in library managers' competencies in private and state-owned universities. Therefore, the statistical test postulates no significant difference.

Table 17
Test of Difference Among Aspects of Library Management Competence Among Private and State-owned Universities

| Source of variation | Degree of freedom | Sum of squares | Mean squares | F-value | Tabular value | Statistical significance |
|---|---|---|---|---|---|---|
| Aspects of competencies | 4 | 0.4571 | 0.1143 | 6.2301 | 6.39 | Not significant |
| Institution | 1 | 0.0281 | 0.0281 | 4.3631 | 7.71 | Not significant |
| Error | 4 | 0.0259 | 0.0065 | - | - | - |
| Total | 9 | 0.5111 | - | - | - | - |

Legend: level of significance = 0.05

Table 18 shows that since 1.0809 < 6.61, the null hypothesis is rejected that there is a significant difference in the management efficiency of libraries in private and state-owned universities. Henceforth, it postulates a no significant difference result. Likewise, since 1.5437 < 4.28, the null hypothesis is rejected that there is a significant difference among the aspects of management efficiency of libraries. Henceforth, no significant difference has been hypothesized.

Table 18
Test of Difference Among Aspects of Efficiency of Management of Libraries and Among Institutions

| Source of variation | Degree of freedom | Sum of squares | Mean squares | F-value | Tabular value | Statistical significance |
|---|---|---|---|---|---|---|
| Institution | 1 | 1.0809 | 1.0809 | 1.0809 | 6.61 | Not significant |

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| | | | | | | |
|---|---|---|---|---|---|---|
| Efficiency | 6 | 0.4869 | 0.081 | 1.5437 | 4.28 | Not significant |
| Error | 6 | 0.3155 | 0.0526 | - | - | - |
| Total | 13 | 1.8833 | - | - | - | - |

Legend: level of significance = 0.05

Although no significant results have been generated, these are again a validation that the library managers of both the private and state-owned HEIs were found to be highly efficient by their library users based on the aspects studied and are doing great in executing the responsibilities entrusted to them. As presented in the tables for efficiency, all aspects were rated by the faculties and students of private HEIs as having an excellent or a very high-efficiency level. At the same time, the faculty and students of state-owned HEIs scored almost all indicators at an excellent efficiency level. This implies that library users are very much agreeable to how well their libraries are managed and operated. On the other hand, the minute differences in the scores are not that significant in generating differences among aspects and between institutions.

Graves (2014) states that efficient day-to-day management and effective leadership are crucial to a library's success, no matter how small. She stated that the manager and the leader have three responsibilities: deciding what needs to be done, creating networks of people and relationships that can accomplish an agenda, and then trying to ensure that those people do the job. Also, as a library manager, some of the critical skills needed are the efficient use of time, the ability to set priorities, and the courage to be decisive.

The most efficient organizations use their available resources to maintain a competitive advantage, treated as the new management framework in today's 21st-century libraries (Moran et al., 2017). This puts pressure on the management to increase organizational performance, which can be beneficial because it forces an organization to rethink its priorities and practices. The quality, innovating potential, efficiency, and responsiveness to patron needs have all been tested and were found to have significant advantages. Despite achievements recorded in academic libraries due to changes toward IT-centered operations, there is still another side to the coin, according to Bhardwaj (2018). Other challenges, such as increased expenditure and staffing issues, also surfaced. It is then vital that managers respond swiftly to the ever-evolving needs and expectations of the users as information and technology resources upscale.
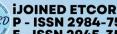
Further, this study utilizes HEIs with more extensive libraries that put library managers to their advantage. Ashiq et al. (2021) found that the efficiency of general public libraries was higher for more extensive libraries than for smaller ones. Larger libraries usually have easier access to financing and other performance criteria, such as some users, visitors, and active users, more modern equipment, and easier ways to organize significant events. Consequently, according to Clark (2022), librarians have traditionally measured efficiency by developing single-factor productivity indexes. For example, the cost of a per-unit circulation transaction is calculated by several libraries. The library with the lowest per unit circulation transaction cost becomes the efficient standard that all other libraries should strive to emulate. The author proposed three models: the human resources model, the materials model, and the budget model. The human resources model compares how efficiently libraries utilize their staff in providing services and resources. The materials model compares how efficiently libraries convert their holdings into use by patrons, and the budget model compares how efficiently libraries allocate their budget between staff, material acquisitions, and service hours. With these indicators, there is a probability of generating a different result.

## Conclusions

The researcher found a generally high level of competency among library managers, particularly in areas such as interpersonal skills, leadership skills, reference and user services, and cataloging and collection development. Technological knowledge and skills were identified as a significant strength, receiving high ratings across subcategories. In terms of efficiency in managing library operations, faculty and staff perceived a very high level of efficiency, with a specific emphasis on information organization. Despite these positive assessments, the study found no significant relationship between library managers' competencies and the efficiency of library operations management. Furthermore, no significant differences were observed between private and state-owned libraries regarding competencies or efficiency levels.

## Recommendations

The study recommends tailored training for library managers based on competency differences between private and state-owned HEIs, focusing on leadership development and customer-centric approaches. Continuous improvement in reference and user services through market surveys and evaluations is advised, along with collaborative

efforts among libraries to enhance services and research opportunities. Encouraging ongoing learning through ICT seminars and change management workshops is also highlighted to adapt to technological advancements effectively.

Moreover, the efficiency of managing library operations can be further improved through interlibrary information sharing, faculty orientation on library technologies, and strategic planning based on the study's data. A sustainable plan is proposed, focusing on continuous competency development, collaboration with support systems, and enhancement of information literacy and instructional programs. This plan aims to empower library managers, enhance user satisfaction, and adapt to evolving technological landscapes in the Bicol Region's higher education institutions.

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