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Demand-driven and Results-adaptive Continuing Professional Development for Library and Information Professionals (LIPs) of State Universities and Colleges (SUCs)

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Abstract

Aim: Librarianship of the modern age has become very challenging; consequently, continuing professional development (CPD) has become very necessary for the cultivation of required skills to satisfy the information needs of the users. With the tri-partnership of the SUCs, CPD and LIPs, comes a collaborative effort to come up with capacity building programs. Towards an adaptive CPD strategies driven by the demands to perform emerging roles for the quality of academic performance, this study is geared towards the goals to adapt to changes and transformative innovations for research, instruction, and community development.

Methodology: This research applied a mixed methods approach. A qualitative approach within a case study framework was adopted for the study through a conduct of the SUCs respondents via a structured interview to the following who constituted the following positions. From the 7 SUCs, those are three (3) Vice Presidents for Academic Affairs, two (2) deans, one (1) college head and another one (1) unit director. It is a purposive sampling in the case of the (67) LIPs or librarians from state universities and colleges surveyed through a structured questionnaire.

Results: Librarianship is an ever-evolving and challenging profession brought about by the twenty-first century. Thus, academic libraries extend beyond the walls of their respective SUCs for online open access information spaces, internet sharing tools, online social communications and networking technologies. Because of this, findings show that librarians demonstrate adaptability and capacity with services much more user-driven and tailored in response to the demands of access to resources across a wide variety of platforms. The following have been addressed by the SUCs in order to meet these capacity demands in terms of research support, teaching and learning, digital scholarship, user experience and scholarly communication. It was divulged that the institutional capacity of the SUCs provided through research support indicates their adherence to research as one significant function of higher education institutions (HEIs).

Conclusion: This study highlights the importance of CPD between and among the librarians and their respective workplaces being at the SUCs which indicate continuous support thrown upon by the administration. This only implies encouragement and motivates further to CPD as something advantageous. This adheres to the idea of advancing librarians since it is apparent that maintaining professional knowledge and competence requires revision and renewal as the need for the librarians to be adept to be data professionals. All of these are necessary in order to support faculty, students, and researchers and so therefore, must undergo retraining to attain new knowledge, skills.

Keywords: career growth, development, librarianship, professional advancement, progression

INTRODUCTION

Today's advent of the 21st century caused a dynamic environment which have changed higher education. So much in effect are due to its stakeholders who now place heavy demands particularly in academic libraries, in terms of support in research, teaching and learning. These are major shifts happening in education that cause higher education, particularly that of the state universities and colleges (SUCs) given new innovations and ideas having embraced and eventually be provided. As publicly-funded higher education institutions, SUCs, are made more capable by the state through enhanced public investments. They serve as the main instruments in developing high-

315


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level professions to meet the manpower needs of industry, public service and civil society. As reflected in this study, various approaches across SUCs showed more advanced in their CPD policies and support systems. It was acknowledged about the importance of CPD, a reliance on both institutional and self-directed CPD efforts, and varying levels of resource allocation. The CPD engagement level appears directly influenced by institutional support, with higher engagement seen where more structured policies and resources are available.

State Universities and Colleges (SUCs) have been established in response to Republic Act No. 10931, commonly known as the "Universal Access to Quality Tertiary Education Act." The Philippine government recognizes the crucial role that librarians play in enhancing the intellectual development of every Filipino, thereby integrating library services into the framework of national development.

In light of the established competencies and skills for librarians in alignment with the Philippine Qualifications Framework (PQF), the Professional Regulation Commission (PRC) has taken significant steps to ensure that all professionals in the country engage in continuing education. This initiative aims to keep them updated with the evolving demands of the workplace by requiring Continuing Professional Development (CPD) credit units to renew professional licenses. In connection with this study by Dabu (2024), librarians in state universities and colleges (SUCs) are no exception, encountering difficulties in obtaining the necessary CPD credit units for their license renewals. The PRC has established measures to assess the skills and competencies acquired by professionals, but various obstacles persist. Among the primary challenges reported by participants are an understaffed library, limited budgetary resources, work demands, and a lack of administrative support, all of which hinder their ability to attend CPD programs. Overall, the CPD programs available for librarians are commendable, particularly since most are registered.

It is noted then that SUCs and their librarians are mostly valued and placed among academic libraries to support universities in achieving their teaching and research goals. That cannot be overemphasized even in today's higher education sector is much more increasingly focused on teaching and learning practice. The contributions become more complex as it directly contributes to the university's success in shaping, learning, research, and community service environment for the entire campus and academic community (Sayekti, 2021). These changes have been reflected in learning pattern, collection, technology and use that have encouraged academic libraries to be reinvented in accordance with users' needs. An academic library is expected to make quality services promptly available to its users as and when the need arises. (Oladokun & Mooko, 2021). Librarianship is constantly confronted with unexpected and quickly evolving sociotechnical challenges, yet the documents that define the core professional competencies for librarians are infrequently updated. (Hu, et., al, 2022).

Based upon survey responses collected from 383 working librarians located in the United States, it describes a set of gaps between current competency guidelines and current library realities with regard to practice, management, communication, career development, relations, and personal attributes. It was argued that professional library organizations, educators, and policy makers could formulate more relevant and impactful core competency documents by deliberately integrating the on-the-ground insights of librarians' lived experience.

An academic library's single most valuable resource is its workforce. Without educated, well-trained, and motivated librarians and library staff, an academic library programs is ill-prepared to meet the needs of its clientele or the challenges that face institutions of higher education (Shahzad, 2021). While participation in professional development courses is highly significant for library professionals towards this was neglected and no comprehensive study was conducted to assess attitude of library professionals.

Because of the challenges surrounding mostly on the development of modern skills in librarianship which included : curricula, leadership problems, economic issues, and lack of personal interest, Shahzad (2023) enumerated five major trending practices that play a vital role in the facilitation of both personal and professional development among library professionals. Those are : expert use of information technology, continuous training sessions, teamwork, usage of social media forums, and a customer-oriented approach. All of this has to achieve a sustainable competence development simply because there are rapid advancements in technologies that are constantly transforming library services. Librarians need to be able to serve the end users in the networked world effectively and more efficiently according to the new changes. It was argued that professional library organizations, educators, and policy makers could formulate more relevant and impactful core competency documents by deliberately integrating the on-the-ground insights of librarians' lived experience. That is the reason why this study is conducted knowing that the librarians can best speak their minds with their experiences in the real world. At an outset, this will have to consider various organizations' involvement as to provision of CPD and eventually in the formulating of an

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enhanced or sound policy as another goal.

Objectives

This study aimed to determine how CPD providing institutions establish and maintain capacity building strategies that are adaptive to the evolving developments and demands of SUCs library management performance (or services) and lifelong career growth of the SUCs library and information professionals (LIPs).

Specifically, it sought to answer the following research questions:

1. What are the capacity demands for LIPs in SUCs in Metro Manila in terms of:
 - a. changing roles and services; and
 - b. new ideas and issues in library management?
2. How do the LIPs in SUCs adapt to the institutional capacity demands of the SUCs?
3. How do the SUCs ensure that LIPs are adaptive to their institutional service demands in terms of:
 - a. institutional policies for CPD of their LIS professionals;
 - b. organizational resources support; and
 - c. behavior and attitude of LIPs for CPD learning?
4. How do the CPD providers ensure that their institutional training and development services are adaptive to the SUCs' LIPs in terms of:
 - a. institutional policies of CPD providing institutions adaptive for SUCs' LIPs;
 - b. organizational resources support; and
 - c. behavior and attitude for CPD of SUCs' LIPs?

METHODS

Research Design

This is a case study approach, using descriptive sequential explanatory design which is a mixed-method where the initial phase involves the collection and analysis of quantitative data, followed by a qualitative phase to provide deeper insights and explanations for the quantitative findings. This approach was selected to ensure a comprehensive understanding of continuing professional development (CPD) engagement among librarians of state universities and colleges (SUCs) in Metro Manila. It further ensures that the researcher goes beyond the quantitative statistical results and understood the behavioral conditions through the librarians' perspectives (Creswell, 2003), as cited by Mabwezara (2018).

Population and Sampling

The professional librarians were the purposively selected respondents in the questionnaire because institutions such as the SUCs have qualified professional librarians who need to gain all this professional development opportunities. Having outnumbered the private institutions, SUCs represent a good population, as they are chartered institutions, administrated and financially subsidized by the government. Most of the SUCs' main institutions are within the metropolis, and much bigger population are being accommodated far beyond their extension branches or satellite campuses.

For the inclusion criteria, this study is focused on the CPD for LIS personnel knowing the benefits of training and development particularly for those at the SUCs as they endeavor many academic activities towards competence, CHED being responsible then in ensuring the country's tertiary education. And since extension branches or region branches may have been included, it may also have to yield a wide following in terms of results, which may not be only limited to the National Capital Region. The total employed professional librarians (67) were surveyed through a self-administered duly validated questionnaire as pilot-tested, and finally refined for the reliability and validity of both its content and suitability. The survey method was adopted for the study and the academic librarians who work in the SUCs were taken as study population, regardless of tenure or employment status, who work within the geographical bounds of Metro Manila, except if they are within campuses outside NCR established as branches, satellites or extensions which the SUCs librarians are being defined as all those working in a librarian position. Personnel under Contract of Service (COS) or Job Order (J.O) designated or assigned as librarians are included. The interview conducted to the following represented the 7 SUCs who constituted the positions : three (3) Vice Presidents for

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Academic Affairs, two (2) deans, one (1) head of the unit and one (1) unit director. To aid in the data collection process, results of the interview were recorded, transcribed, and analyzed.

Instrument

Closed-ended questions were used as survey questions where librarians were asked to select answers from among the list provided through a google form. The survey is consisted of five (5) parts. The same instrument was pilot-tested to groups of academic librarians from the higher education institutions (HEIs) and finally refined for reliability and validity. For eliciting ground truth and gaining a more nuanced understanding, a qualitative analysis of content was taken from an interview to SUCs respondents. Using a face-to-face semi-structured interview allowed 30 minutes to an hour that revolves around ten (10) questions on CPD for the seven (7) SUCs represented by the following: the vice president for academic affairs (3), deans (2) college heads (1), and unit director (1).

Data Collection

In order to gather data, the researcher sought the approval of the librarians from the SUCs, and after compliance with the requirements distributed the questionnaire online through google forms sent to their respective emails. Same procedures were done to seek approval of the SUCs to conduct face to face interview, only one VPAA opted for an online interview. Interviews were digitally recorded and transcribed using a code for each SUC.

Data Analysis

The data gathered were then subjected to analysis both quantitatively and qualitatively. For quantitative analysis, data were analyzed using descriptive statistics, including frequency counts, means and standard deviations to identify trends in CPD engagement and institutional support. The quantitative analysis provided an overview of CPD participation levels across different SUCs and identified common barriers and enablers to CPD engagement. An exploratory descriptive statistics was employed to understand the general information and characteristics of the sample. Data analysis techniques for both qualitative and quantitative data were clearly articulated. A Likert scale consists of one end labelled as the most positive while the other end is labelled least positive. The scale asked from the respondent librarians to a certain extent their agreement or disagreement on having capacitated themselves for their institutions and being capacitated for CPD opportunities which are of the varying range scale from 1 to 5 correspondingly from substantial to none at all.

Ethical Consideration

Ethical considerations were clearly laid out in view of respect and confidentiality to human as the subject of this study. Consent form was requested from the respondents in order for them to participate willingly and voluntarily and as such this was signed before the conduct of the survey and interview. The researcher personally managed to discuss with the respondents how the conduct of the instruments are conducted. Interviews were digitally recorded and transcribed verbatim. Prior to recording, permission, and consent were sought as part of the ethical consent form signed and approved including photos for both the interviewer and the interviewee. All these ethical considerations being part of the conduct of the survey and interview and that of the document analysis was established only for documentation purposes. All collected data containing information about all participants, were stored secured until the study report is completed.

RESULTS and DISCUSSION

This section presents the analyses and interpretation of data obtained from the participants of the study. The presentation is organized based on the order of the problems in the statement of the problems.

Research Questions :

- 1). *What are the capacity demands for LIPs in SUCs in Metro Manila in terms of:*
 - a.) *changing roles and services ?*



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Table 1

Librarians' Responses Relating to Their Multiple Roles and Responsibilities

CURRENT ROLES AND RESPONSIBILITIES OF THE LIPs	Frequency	Percentage
Access and circulation	44	65.7
Administration	25	37.3
Archives	4	6
Cataloguing	40	59.7
Collection development	31	46.3
Electronic resources management	21	31.3
Liaison / subject specialist	9	13.4
Outreach and off campus services	7	10.4
Reference	38	56.7
Special and rare collections	4	6.1
Systems and information technology	33	49.3
Technical services	32	48.5
<i>Others, specified as follows :</i>		
Thesis section librarian	1	1.5
Full-time librarian	1	1.5
Indexer	1	1.5

According to Khan (2021), the changing role of the library and the profession of librarianship is influenced by the social, cultural, and economic structure of society. As society transitions from the information age into the era of big data, researchers at academic institutions will need data management support from academic libraries. The work of academic librarians has evolved over time from being merely that of custodians of books to being active participants in user-centred services (Rice-Lively & Racine 1997; Deegan & Tanner 2002; Olivia 2007; Borgman 2010; Zenke, 2012), as cited by Onyancha (2018). Of late, academic librarians' support services towards research, on the one hand, and researchers, on the other hand, have taken centre stage. To keep up with the capacity demands brought about by users' behaviors whose change constantly, library needs to design services according to the changing trends for library users that aims for an implementation of a user-centric approach or a user-centered services in libraries

b). new ideas and issues in library management demands ?

Table 2 categorizes new library management demands into five areas: Research Support (RS), Teaching and Learning (T&L), Digital Scholarship (DS), User Experience (UX), and Scholarly Communication (SC). Each area reflects the emerging roles and evolving responsibilities of LIS professionals.

Some of the new ideas and issues in library management which librarians have to contribute to the needs of the changing times are given since their roles have become increasingly complex due to the impact of rapidly changing information technologies. Today they are now based mainly on the digital creation, storage and transfer of library content that transform the nature of library collections and services. In connection with all of this, the following : a) *research support*, b) *teaching and learning*, c) *digital scholarship*, d) *user experience* and e) *digital scholarship* are divulged and in order to understand more of these, under each idea are five (5) activities been enumerated in the data below, and they all have been added or supplemented by the respondents. Each of this area reflects the emerging roles and evolving responsibilities of the LIS professionals.

Table 2

New ideas and issues related to library management demands

a. Research Support (RS)	Frequency	Percentage
Information discovery, e.g. consultations, literature reviews, etc.	40	59.7
Grant application support	4	6
Systematic reviews	4	6



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Bibliometrics services	8	11.9
Data management	22	32.8
None of the above	18	26.9
Research assistance	1	1.5
N/A	1	1.5
b. Teaching and Learning (TAL)	Frequency	Percentage
Classroom teaching to students	16	23.9
Copyright consultation	6	9
Data literacy	23	34.3
Instructional design	16	23.9
Online learning	39	58.2
None of the above	11	16.4
Orientation	2	3
Information literacy	1	1.5
Library orientation	1	1.5
Online service like scanning	1	1.5
c. Digital Scholarship (DS)	Frequency	Percentage
Copyright consultation	6	9
Data curation	6	9
Digital preservation	19	28.4
Digital services coordination	22	32.8
Instruction on data management and preservation	15	22.4
None of the above	28	41.8
Book chapter request/ journal article request	1	1.5
d. User Experience (UX)	Frequency	Percentage
Communication via social media	46	68.7
Liaison with staff and faculty	26	38.8
Library services assessment	47	70.1
Physical environment assessment	21	31.3
Student engagement initiatives	34	52.2
e. Scholarly Communication (SC)	Frequency	Percentage
Consultation on alternative publishing models, including open access	23	34.3
Consultation on funder mandates and policies	10	14.9
Copyright and intellectual property	13	19.4
Development and delivery of educational programs	19	28.4
Electronic publishing	6	9
None of the above	28	41.6

a). research support ?

In this rapidly changing landscape, libraries are facing a paradigm shift in the ways they contribute to achieving the research objectives of their universities. They are recognizing that traditional services and organizational models require fundamental reexamination if they are to fulfill these new roles (Hickerson, Brosz & Crema, 2022).

In terms of research support, "Information discovery, e.g. consultations, literature reviews", has 40 or 59.7 % response from the majority of the respondents. This is followed by "data management" accorded from the 22 or 32.8%. With information discovery it indicates a strong demand for LIS professionals to assist with academic research activities. Not only to assist but to act as facilitators as well in the research process, so as to explore or help users navigate even the most complex information landscapes.

b). teaching and learning ?


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The percentage of varied resources accessed by faculty members and students implies that the library has adequate materials in quantity, quality, depth, formats, and currency for their educational needs. The findings imply that almost all faculty and students have access to the services offered in the library. This variety of services aids the academic community in their teaching-learning process (Tuble & Panhilason, 2024).

As to teaching and learning, "online learning" came from the majority of 39 or 58.2 %. According to the findings shown in the table above, 23 or 34.3% opted for "data literacy". Today's shift towards this direction are critical since the digital world would be broader and students must be prepared and equipped.

c). digital scholarship

Although in the digital scholarship, "none of the above" emerged the top response from among the options indicated under this, from the majority of 28 or 41.8 %, however the second leading response was "digital services coordination" which came from among the 22 or 32.8 % respondents. The roles of the LIS professionals have shifted to digital competencies in library management which would make them develop, manage and preserve digital contents thus the importance of what they do to develop their technical skills.

d). library user experience ?

In today's world, information moves fast, circulated by digital technologies such as social media. This is very much present in the lives of higher education students. The findings in this study revealed something about the social media being used in the communication where user experience got the "library services enhancement" accorded from the majority of 46 or 70.1 % and "communication via social media" indicated from the data 46 or 68.7%. The LIS professionals are tasked with enhancing users' engagement particularly in all digital formats or spaces, which might have to evolve services online thus include digital marketing and online user engagement.

e). scholarly communication ?

Lastly, on scholarly communication, none among the options or "none of the above" was on top of the response with 28 or 42.4 %, but though none from among the options were chosen by the respondents, however, the second was about "consultation on alternative publishing models, including open access", for 23 or 34.3 % respondents. One of the most significant recent developments in scholarly academic publication is open access. The movement for open access publications has been growing for some time in response to the high fees for journal article, access which meant that publicly funded research was only accessible to a small number of (usually) academic readers that limited public access and was also considered a barrier to social, cultural, technical and economic benefits of research (Tait, 2016).

2). How do the LIPs in SUCs adapt to the institutional capacity demands of the SUCs ?

Table 3

Mean and Standard Deviation of Librarians on Having to Capacitate Themselves for the SUCs

A. How do you as a Library and Information Professionals able to capacitate the SUCs in terms of the following :	Mean	SD	VI
Building an effective partnership with faculty	4.42	.658	M
Contributing to scholarly communication	4.20	.769	M
Contributing to student success	4.70	.463	S
Supporting researchers	4.68	.501	S
Supporting teaching and learning at the classroom level	4.53	.561	S
Valuing the role of academic librarians	4.73	.449	S
Average	4.54	.057	S
B. How well can you say that as an institution, or your SUCs adapts the need for a library to :			
serve as a starting point or "gateway" for locating information for faculty research	4.52	.662	S
provide active support that helps increase the productivity of faculty research and scholarship	4.52	.662	S
serve as a repository of resources-it archives, preserves, and keeps track of resources	4.56	.611	S
pay for resources faculty members need, from academic	4.36	.715	M



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journals to books to electronic resources			
support and facilitates faculty teaching activities	4.35	.794	M
help undergraduates develop research, critical analysis, and information literacy skills	4.53	.661	S
Average	4.47	0.68	S

0.50 - 1.49	None at all (NAA)
1.50 - 2.49	Never (N)
2.50 - 3.49	Low (L)
3.50 - 4.49	Moderately (M)
4.50 - 5.00	Substantially (S)

As portrayed in Table 3, Part A, on how the LIPs respond to the question of how they are able to capacitate themselves, results indicate that all the four (4) items are identified by librarians substantially on the extent of their being adaptive to CPD, while the remaining two (2) were moderately. Moreover, item 6 *valuing the role of academic librarians* obtained the highest ($M=4.73$ $SD=.449$), suggest that LIS professionals strongly perceive the importance of their role within the academic environment. It indicates a high level of commitment and recognition of their contributions to institutional goals, while that of item 2 *contributing to scholarly communication* ($M=4.20$ $SD=.769$) which obtained the lowest mean may have to suggest more active involvement in scholarly communication channels.. Overall, it came out *substantially* in all the statements / items.

With regard to an investigation on the extent of how the SUCs are able to support its library, the means and standard deviations indicate the degree to which the librarians perceived each statement or item about the SUCs being adaptive to the need of the library. Therefore, in the findings (Table 4) Part B, the SUC as an institution adapts the need for the library on the following statements which is also about institutional adaptation for library needs. Here, majority of the respondents said in all the statements indicated, that it *serves as a repository of resources-it archives, preserves, and keeps track of resources* ($M=4.56$ $SD .611$). It is positively indicative of commitment of how LIS professionals look at all institutional repositories in order for preservation of valuable resources of the institution. This positive response indicates that LIS professionals are committed to developing and maintaining institutional repositories that preserve academic output and serve as valuable research resources.

The library *helps undergraduates develop research, critical analysis, and information literacy skills*, with (4.53 $SD .661$). This reflects the library's role in supporting student development in areas such as critical analysis, information literacy, and research capabilities which of course is integral to the academic growth of students. Moreover, Andrikopoulou, Rowley & Walton (2022) concluded, there is considerable interest in the role of academic libraries in research data management. This is accompanied by an ongoing debate regarding the processes associated with and the impact of involvement in RDM on academic librarians and the impact that this might have on the librarians and library's identity, and perceptions of their contribution to research within their university.

The library pays for resources faculty members need, from academic journals to books to electronic resources, this has accorded ($M=4.36$ $SD .715$).

According to the data ($M=4.35$ $SD .794$), the library supports and facilitates faculty teaching activities. The overall verbal interpretation came out to be substantially in all the statements/ items. Moderately, it reflects that while libraries do provide support, there may be areas for improvement in how effectively they meet faculty teaching needs, possibly by enhancing resources or integrating more instructional technology. Library instruction programs have always imparted skills for navigating and evaluating information, which has been one essential role of the library's integration with student learning. Online data is a rapidly burgeoning area where we find open data released by government agencies, educational institutions, and health organizations.

3). How do the SUCs ensure that in-house LIPs are adaptive to their institutional service demands in terms of:

a). Institutional policies for CPD of their LIPs



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Table 4

Librarians' responses relating to institutional policies

Who sponsors your CPD ?	Frequency	Percentage
Self	44	65.7
Employer / Institution	25	37.3
Partner	4	6
NGOs	40	59.7
No sponsorship	31	46.3
Most times by myself and sometimes the employer provided if there is a budget that can be used.	1	1.5

What arrangements have been put in place by your employing institution to ensure all librarians undertake CPD?	Frequency	Percentage
Allowing paid/unpaid time off for CPD	20	29.9
Funding CPD	24	35.8
Requiring professionals to undertake minimum levels of CPD	20	29.9
Providing in-house training and development activities	18	26.9
Travel costs	23	34.3
Accommodation costs	24	36.4
Daily sustenance allowance	16	23.9
Payment of attendance fees or registration	34	50.7
Payment of university course fees	7	10.4
Enhanced opportunity for promotion	7	10.4
Time off for attending classes	5	7.5
Sabbatical/ professional development leave	5	7.5
Time off for study in distance education program/online	4	6
Still none during the pandemic and post-pandemic but pre-pandemic allowed and subject to approval	1	1.5
Official business with paid seminar and all expenses	1	1.5

What are the more specific CPD activities do you undertake?	Frequency	Percentage
Reading professional journals/ literature	13	19.4
Attending local professional association meetings	25	37.3
Participating in programs by online CPD Providers	44	65.7
Peer review journals	3	4.5
Networking	7	10.4
Professional interactions	10	14.9
Consulting experts	4	6
Benchmarking	20	29.9
Mentoring	5	7.5
Courses and conferences	23	34.3
E-learning modules	12	17.9
None	1	1.5
Not all of the options are provided with		


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CPD credits: Attending local professional association meetings, Participating in programs by online CPD providers, Networking, Professional interactions, Benchmarking, Courses and conferences
Seminars
AACUP accreditor
Webinars

1	1.5
1	1.5
1	1.5
1	1.5

Which of the CPD activities does your employing institution support in developing staff ?

	Frequency	Percentage
Seminars / workshops	58	86.6
Visits to other library and information services	22	32.8
Orientation / induction programs	8	11.9
In-house short courses with internal trainers	7	10.4
Attendance at pre or post-conference workshops	12	17.9
On-the-job training programs	5	7.5
External study courses	3	4.5
Attendance at continuing professional education events	20	29.9
Guest speakers	6	9
Staff exchanges with other organizations	4	6
None	6	9.4
All	1	1.5
During the pandemic and post-pandemic, there has been NONE so far but has been supported in attending CPD accredited conferences pre-pandemic.	1	1.5

Librarians' Responses Relating to CPD Sponsors

It can be evident in Table 5 how the SUC as an organization supports the CPD of their LIPs being shown in the data where *employer or the institution* has the highest response of *53 or 79.1%*. While a significant portion of CPD activities is sponsored by employers or institutions, indicating that most SUCs recognize the importance of supporting professional development. However, it is also important to note that *30 or 44.8 %* charges their *self/ selves* this sponsorship, which might suggest that while institutional support is available, it may not cover all CPD needs which needs to be addressed.

Librarians' Responses Relating to the SUCs Arrangement for their CPD

In terms of how the institution ensures the professionals undergoing CPD, 34 or 50.7 % says that it is payment of attendance fees or registration among seminars or workshops. For 24 or 36.4 %, accommodations costs have been arranged by their respective SUCs. However, 1 or 1.5 % share in their response on : time off for attending classes or for study in distance education program/ online, all but subject to approval and official business with paid seminar and all expenses.

Librarians' Responses Relating to the Specific CPD Activities They Undertake

It could be evident that as to the more specific CPD activities the librarians undertake, it reveals that participating in programs offered mostly online by CPD providers came from 44 or 65.7 % and attending local professional association meetings was accorded by 25 or 37.3 % respondents. This preference for online and community-based activities suggests a trend toward accessible, flexible CPD options that accommodate busy schedules.

Librarians' Responses Relating to the Specific CPD Activities the SUCs Support Their Librarians

Respondents from the majority of *58 or 86.6%* pointed out to *seminars / workshops* to have been mostly supported among CPD activities. This has been mentioned in the previous statement on payment of attendance fees or registration fees to these seminars or workshops as one thing being arranged by the institution, also of the


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accommodation costs. The most supported CPD activity, seminars and workshops, showing that institutions commonly favor traditional forms of training. These events are relatively easy to organize and offer diverse learning opportunities.

Data gathered from 22 or 32.8% mentioned about *visits to other library and information services* or benchmarking is another. There is moderate support for activities like visits to other libraries that suggests an institutional recognition of the value in networking and gaining exposure to best practices from other organizations.

b). organizational resources support ?

Table 5

Librarians' Responses Relating to organizational resources support ?

As a result of any CPD activities you have undertaken, how were you helped to capacitate your library position in your institution?	Frequency	Percentage
I was promoted.	6	9
I was given extra teaching load hours on an honorarium basis.	5	7.5
I was invited to speak in a staff development program by the institution.	5	7.5
I presented the institution in a local/ international forum to read my paper.	3	4.5
I was assigned a particular project and recognized its programs for development of the institution.	11	16.4
None of the above	35	52.2
Seminar reecho to other employees	1	1.5
None, we are not given any opportunity and mostly, I did self-initiative by volunteering outside my institution.	1	1.5
I gain additional knowledge in relation to my profession.	1	1.5
Updated with latest trends and development in the profession.	1	1.5
Apply whatever has been learned if applicable	1	1.5
What would motivate you to engage in more CPD ?	Frequency	Percentage
Availability of CPD activities closer to workplace locations	30	44.8
Greater frequency and a more convenient range of times for CPD	21	31.3
Availability of enhanced range of topics that meet practice needs	38	56.7
More access to online or technology-based learning models for CPD	35	52.2
Understanding what workplace activities can constitute appropriate CPD	23	34.3
Further training to understand the concept of CPD	20	29.9
Support from employer (time off, funding, etc.)	31	46.3
National policy	11	16.4
None	1	1.5
All options except no.6	1	1.5
What are the reasons / benefits for your CPD engagement?	Frequency	Percentage
Improves my performance in my current role	46	68.7
Enhances status of the profession with other practitioners	37	55.2

325



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Enhances status of the profession with the public	28	41.8
Compliance with requirements	41	61.2
Skills improvement	40	59.7
Intrinsic interest	22	32.8
Career development / progress	37	55.2
Networking with other practitioners/ professionals	29	43.3
Being updated on new trends	41	61.2
All of the above	1	1.5
How do you learn best by CPD?	Frequency	Percentage
Experience	42	62.7
Group work	23	34.3
Lecture	30	44.8
Online courses	15	22.4
Problem solving	12	17.9
Reading	10	14.9
Talking to colleagues	19	28.4
Work based learning	32	47.8
All of the above	1	1.5

Librarians' Responses Relating to How they are Helped to Capacitate Their Position in Their Institution

Notice that the data coming from the *LIPs* of 35 or 52.2 % as to how they were helped to capacitate themselves in their library position, the response was *none of the above* which means they never had this capacity building themselves with the identified after-results of CPD. This is one thing that needs addressing by the institutions. Also, a very slim figure of 11 or 16.4 % responded that they were *assigned a particular project and recognized its program for development of the institution* which although, is quite a recognition and a good thing to note of, as well.

Librarians' Responses Relating to Reasons / Benefits for CPD

For 46 or 68.7 % respondents, the reasons or benefits given for their CPD engagement accounted for : *improves my performance in my current role* and accorded 41 or 61.2% for : *being updated on new trends*. Congruent with the findings revealed by Moonasar and Underwood (2018), all the participants shared the opinion that CPD was important and improved the professional competence of individuals. This study also coincides in one of the findings revealed by Dzandza & Akussah (2018) that over 90 percent of the respondents indicated they had been willing to attend or participate in professional development programs. This is an indication of the awareness of the benefits to be derived from PD programs, hence their willingness to take advantage of them.

Librarians' Responses Relating to Motivation to Engage in CPD

According to 38 or 56.7 %, *availability of enhanced range of topics that meet practice needs* gets them motivated to engage in more CPD. However, *more access to online or technology-based learning models for CPD* also came from 35 or 52.2% respondents. A literature search revealed the need for more current research regarding CPD across professions and within the field of Instructional Design and Technology (Arnold, 2020).

Librarians' Responses Relating to Reasons / Benefits for CPD

For 46 or 68.7 % respondents, the reasons or benefits given for their CPD engagement accounted for : *improves my performance in my current role* and accorded 41 or 61.2% for : *being updated on new trends*. Congruent with the findings revealed by Moonasar and Underwood (2018), all the participants shared the opinion that CPD was important and improved the professional competence of individuals. This study also coincides in one of the findings revealed by Dzandza & Akussah (2018) that over 90 percent of the respondents indicated they had been willing to attend or participate in professional development programs. This is an indication of the awareness of the benefits to be derived from PD programs, hence their willingness to take advantage of them.

Librarians' Responses Relating to How They Learn Best by CPD

As to learning best by CPD, it means *experience* for 42 or 62.7 % and *lecture* for 32 or 47.8 %. Popularly, experiential learning and work-based learning are the preferences of learning methods that indicate how professionals benefit most from practical, hands-on approaches that allow them to apply new skills directly in their



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work environment. Rosales (2024) advances that familiarity through firsthand experience is important in order to adopt change, particularly, on innovations that integrates technology.

c). Behavior and attitude of LIPs for CPD learning ?

Table 6

Librarians' Responses Relating to Behavior and Attitude

What could be the way/s to say CPD has been worthwhile and successful?	Frequency	Percentage
Change in attitude	12	17.9
Change in practice	26	38.8
Impact on immediate colleagues	18	26.9
Improved practical skills	41	62.7
Knowledge acquisition	44	65.7
Client satisfaction	30	44.8
None	3	4.5
All of the above	1	1.5

What reasons contribute to your non- engagement or lack of interest towards CPD?	Frequency	Percentage
It is a waste of time, money and effort.	6	9
It is only as useful if feedback is given to the providers.	8	11.9
CPD programs are not in placed.	13	19.4
There was/were past negative experiences with providers.	10	14.9
I see no value in CPD but only as an imposition.	6	9
None	26	38.8
N/A	1	1.5
All of the above	1	1.5
Far venue	1	1.5
Wala sa budget ang paid seminars with CPD	1	1.5
It seems the purpose of CPD is to comply with requirements for renewal of PRC license	1	1.5

Based on your experience, what now is your perception of CPD	Frequency	Percentage
a chore	5	7.5
bureaucratic	4	6
natural part of professional life	43	64.2
necessary for career progression	45	67.2
rewarding	17	25.4
threatening	2	3
unnecessary	4	6

Factors that encourage attendance to CPD activities can be attributable to ...?	Frequency	Percentage
Impact awards	20	29.9
Variety of topics/sessions enhanced	45	67.2
Opportunities for team building	25	37.3
Personal CPD opportunities	45	67.2
Meeting/ reuniting with colleagues	33	49.3
All of the above	1	1.5
Professional learning	1	1.5


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Librarians' Responses Relating to Ways that CPD Has Been Worthwhile and Successful

Among the varying ways that CPD has been worthwhile and that it has become a successful one, majority of the respondents from 44 or 65.7 % responded about this as *knowledge acquisition* while 41 or 62.7 % was accorded on something about *improved practical skills*. These responses reflect that professionals value CPD for its educational impact, with practical skill gains being particularly valued.

Librarians' Responses Relating to Reasons for Non-engagement or Lack of Interest to CPD

According to 26 or 38.8 % majority respondents says *none* from among listed contributed to their reasons for non-engagement or lack of interest towards CPD while that of 13 or 19.4 % says *CPD programs are not in placed*.

Librarians' Responses Relating to CPD Perception

It can be gleaned (Table 6), that the majority of 45 or 67.2% respondents perceived CPD after all their experiences that it is indeed *necessary for career progression*. From the 43 or 64.2%, however, said that this is a *natural part of professional life*, which could be an indication that the LIPs realize and value this CPD is for recognize its role in career advancement and skill enhancement.

Librarians' Responses Relating to Factors That Encourage Attendance to CPD Activities

As indicated, factors that encourage attendance to CPD activities, can be attributed to 45 or 67.2 % respondents who all say *variety of topics / sessions enhanced* and also this is *personal CPD opportunities*. The highest motivators for CPD attendance are both about an enhanced variety of topics (67.2%) and personal CPD opportunities (67.2%). This underscores that professionals are more likely to engage with CPD when the content aligns with their interests and professional needs, emphasizing the importance of relevant topics in the profession.

4). How do the CPD providers ensure that their institutional training and development services are adaptive to the SUCs LIPs in terms of:

a). Institutional policies of CPD providing institutions

It was revealed in the interview that SUC1 has established fiduciary funds dedicated to librarians CPD, while SUC2 employs a more structured approach. SUC3 however supports in-house CPD training that caters to both permanent and contract staff, though its availability and funding depend on employment status. That of SUC4, CPD activities are allowed based on funding and are typically in the form of seminars and workshops that target specific skills enhancements. In SUC5, CPD policies rely on partnerships with external organizations to provide relevant seminars and workshops. For SUC6, although does not currently have a formal CPD structure, plans are underway to create a centralized office, indicating an evolving policy landscape that could better address SUCs needs in the future.

b). Organizational resources support ?

It could be construed that out of organizational support, SUCs 1 & 2 have dedicated funding for librarians' CPD with SUC1utilizing fiduciary funds and SUC2 incorporating CPD funding into annual plans. For SUCs 4,6 & 7 are resource constraints impacting CPD access as they operate under a budget-driven CPD model, where funding depends on availability. Tiered-support based on employment status for SUCs 3 & 7 offer CPD funding based on employment status, with permanent (plantilla) staff having greater access to CPD resources compared to non-permanent (COS or JO staff). SUC5 loves coordination through partnerships due to budgetary constraints.

c). Behavior and attitude for CPD of SUCs' LIPs ?

The data demonstrate that majority of the respondents on their being capacitated agree that CPD is treated as *opportunities to use their own abilities, education, training* ($M=4.54$ $SD=.498$). Others are *opportunities as challenge* ($M=4.51$ $SD=.661$), *opportunities for being creative* ($M=4.46$ $SD=.788$), *opportunities for independent action* ($M=4.42$ $SD=.680$), and *opportunities to use their own judgment* ($M=4.54$ $SD=.501$).

Similarly, this study by Bowen-Chang & Hosein (2018) emphasized the importance and relevance of CPD for academic librarians in Trinidad and Tobago, in equipping them to embrace greater responsibilities in an evolving workplace, also demonstrates the active role and willingness of academic librarians in providing and participating in CPD training and support.

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Conclusions and Recommendations

Foremost among the many roles and responsibilities that librarians perform is how to best manage the collections and deliver services to their users. The findings of this study indeed on *accessibility and circulation* were aimed to build library content, organized the wide range of collections in order to optimize retrievability, and ensured reliable and equitable access to information sources. This was really what has been the top three responses as to many evolving roles and responsibilities while the other two were about *cataloging and reference*, which rounded up on the need to organize, to retrieve and eventually implement reference and information services.

Traditional functions, such as reference work and collection management, are rapidly losing their status as primary responsibilities of librarians, while those of the new functions related to research support, data management, bibliometrics, and digital initiatives, are increasingly becoming part of the academic librarian's responsibilities. These changes enabled librarians to perform new and significant roles, redefined their roles, and provided libraries with the opportunity to remain relevant in the digital age.

SUCs ensured that their librarians adapt to their *institutional demands* particularly on their CPDs. It starts with having to sponsor their seminars/ workshops, accommodation costs, registration fees and even visits to other libraries and information services. Just how well does the institution adapt the need for the library on the statements / items on organizational resources support, that it receives the overall verbal interpretation of moderately.

For the librarians, CPD has its worth and proves to be successful as this is one thing to acquire knowledge, and since the goal has shifted to users-centered approach, client satisfaction is always of primary importance. CPD has always been a motivating factor from among the librarians as there are more to an enhanced learning from a wide range of topics, technologies have get in the way and therefore librarians need to be able to serve the end users more efficiently according to the new changes. Based from the findings, it is always experiential learning that is at its best, but of course, everything has to run from a thorough discussion. Although it came out that there were not much capacity building activities that are worth the CPD aftermath, that may have been enacted particularly from the institution to the librarians, there are somehow recognitions which is noteworthy to acknowledge. CPD is an experience and from there, the librarians after all believe in it because being professional entails career progression at all cost.

From the findings it was evident that the library's existence really is for their clients' satisfaction in terms of providing their needs and making them easily accessible. This is even manifested by the idea of advancing themselves through CPD. Because of the need to address salient findings particularly on CPD, a clear-cut policy may be formulated in keeping with the sponsorship or support that should always be coming from their institutions. Since not much has been implemented or changed after CPD, where it could have created much impact to the institution, then it is imperative to derive one from this study. Librarians adhered to the idea of CPD and is a welcome activity where they acknowledge and take positively given the motivation and worth.

The interviews conducted from among the people in the administration (VPAs, Deans, Head, and HR Director) provided strong exemplars of this perspective and roles in the academe as they knew about CPD for librarians and the existing librarianship programs and activities. This is so, in such a way they could assist them as professionals in developing their proficiencies at work which has been discussed and transcribed during the process. It has therefore lead the librarians to feel transformed, empowered, and engaged. Noticeably, a high percentage of respondents still believes that in the CPD programs they attend such as that of seminars and workshops, they get the support of the SUCs through sponsorship and registration costs.

Data on the learning ideas and issues reflect the evolving landscape of library management showing that LIS professionals in SUCs are expanding their roles to meet new demands in research support, teaching and learning, digital scholarship, user experience, and scholarship communication. This shift points to a need for CPD programs that address these emerging competencies, particularly in digital content management, data literacy, user-centered design, and community engagement. Training and development in these areas would better equip LIS professionals to meet the changing needs of their institutions and the broader academic community. Furthermore, academic libraries have also played a key role in the implementation and governance of open access mandates and enabled researchers to widen the reach of their research by the management of institutional repositories and data management.

While the significance of CPD was well acknowledged, the uncertainty surrounding the mandatory aspect of it for librarians still needs to be probed. It is important that librarians and information workers from the LIS sector familiarised themselves with the available CPD guidelines so that they are not limited in the selection of activities in

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which they can engage. Librarians should be encouraged to develop personal learning plans that can aid them in monitoring and improving their current and future career plans within the profession. Thus, the importance of a guideline or policy explicit to the institution which could be applicable as a pattern to use among SUCs.

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