

Competencies of Librarians: Inputs Towards a Proposed CPD Plan

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Abstract. Continuous Professional Development (CPD) ensures that professionals can be updated with the new trends and practices in their profession. Continuous learning in the workplace is essential for a professional's development and ensuring quality delivery. This study examined the competency levels of librarians at State Universities and Colleges (SUC) in Region 3, Philippines, about the National Competency-Based Standards for Filipino Librarians (NCBS-FL) and the Philippine Qualification Frameworks for Librarians (PQF-L). The research employed a mixed methods design. A total of forty-four (44) librarians from SUC Main Campuses took part in a study using a research instrument that was adapted from the work of Lanzuela (2018) and Fernandez and Buenrostro (2015). The profiles of the participants were described using frequency and percentage. For the analysis of their self-evaluation on the NCBS-FL, PQF-L, and the impact of the CPD in developing essential competencies, means and standard deviations were calculated, along with ANOVA and T-Tests for inferential analysis. The results indicated that the participants had a Proficient Level of competency in both the Personal and Professional Competencies areas, according to the NCBS-FL assessment. The participants have a Proficient Level in the Desired Minimum Professional Competencies domain but are at the Developing Level in the Advanced Professional Competencies domain. The findings show that CPD programs help participants achieve basic professional skills and develop more advanced skills. The participants faced several challenges in achieving professional growth through the CPD program. These included budget constraints, lack of support from administrators, and insufficient staffing.

Keywords: Challenges; Competencies; Continuous professional development; National competency-based standards for Filipino librarians; Philippine qualification frameworks for librarians.

1.0 Introduction

The National Qualifications Framework (NQF) serves as a mechanism for categorizing the various levels of qualifications within a country, establishing a standardized approach. To achieve each level of qualification, individuals must meet specified minimum requirements concerning learning outcomes. These qualifications are foundational for international competencies and are crucial in promoting lifelong learning (Cedefop & European Training Foundation, 2017). The NQF organizes qualifications within a hierarchical structure, with each level reflecting distinct complexities of skills and competencies. The qualifications outlined in the framework represent the essential knowledge, skills, and competencies recognized in the international marketplace.

The Philippine Qualifications Framework (PQF) was established by the National Coordinating Committee for the PQF, led by the Department of Education (DepEd). The committee includes members from the Technical Education and Skills Development Authority (TESDA), the Commission on Higher Education (CHED), the Department of Labor and Employment (DOLE), and the Professional Regulation Commission (PRC). The framework was created following Executive Order Number 83 Series of 2012, known as the Institutionalization of the Philippine Qualifications Framework, signed by President Benigno Simeon C. Aquino III on October 1, 2012. The PQF consists of eight levels of Qualification Descriptors and is further categorized into three domains: knowledge, skills and values application, and degree of independence (Granda, 2015). This government initiative is designed to define the educational requirements and establish quality standards for achieving improved and credible outcomes. Additionally, it serves as a national framework that ensures individuals' development, recognition, and qualification based on standards that can be attained through various methods by any learner or professional within a given country.

As outlined on its official website, the Philippine Qualifications Framework (PQF) has been established with the following objectives: 1) To implement national standards and levels regarding educational outcomes; 2) To facilitate the development and maintenance of pathways and equivalencies that enable access to qualifications and assist individuals in transitioning smoothly between various education and training sectors, as well as between these sectors and the labor market; and 3) To align the PQF with international qualifications frameworks to enhance the national and international mobility of workers by increasing the recognition and comparability of Philippine qualifications (TESDA, 2012, p.4). The Philippine Qualifications Framework (PQF) is a quality-assured national system that ensures product quality is achieved according to globally established standards, facilitated by professionals through various means. The PQF has effectively restructured the education system to develop the skills and competencies necessary for thriving in the Fourth Industrial Revolution. By adopting the PQF, which features a globally recognized set of qualifications and standards, Filipinos have become more employable and competent, knowing that their qualifications are relevant and aligned with the current demands of society.

Additionally, the PQF seeks to establish a national standard for education by aligning Philippine qualifications with those recognized internationally. To ensure full international recognition, the PQF facilitates the seamless movement of Filipinos across various education sectors and workforce categories. In pursuit of the objectives set forth by the Philippine Qualifications Framework (PQF), various government agencies, including DOLE, DepEd, CHED, PRC, and TESDA, have collaborated to establish the National Coordinating Council (NCC). This council is tasked with the approval and implementation of Republic Act No. 10968, titled "An Act Institutionalizing the Philippine Qualifications Framework (PQF), Establishing the PQF-National Coordinating Council (NCC), and Appropriating Funds Therefor," commonly referred to as the "Philippine Qualifications Framework Act" (Philippine Qualifications Framework, 2019). President Rodrigo Duterte signed this legislation into law on January 16, 2018.

Establishing a qualifications framework required educational institutions, both public and private, to align their expected outcomes with the competencies demanded in the global market. This initiative aimed at enhancing professional development and ensuring the provision of quality and advanced services. Consequently, State Universities and Colleges (SUCs) aligned their outputs to meet these standards. SUCs are public Higher Education Institutions (HEIs) created by the government and governed by independent Boards of Trustees or officials. 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." This legislation underscores the State's obligation to implement measures that ensure accessible education for all Filipinos. Key objectives of SUCs include prioritizing academically capable but underprivileged students and ensuring the effective use of government funds allocated for education (Law Phil, 2016). All Higher Education Institutions (HEIs), both public and private, in the Philippines are regulated by the Commission on Higher Education (CHED) under Republic Act No. 7722, also referred to as the "Higher Education Act of 1994" (Commission on Higher Education, 2001). SUCs, governed by CHED, must adhere to the standards established by the commission, one of which mandates the provision of a functional academic library that supports the institution's curricular offerings (Gako & Las Piñas, 2015). This requirement is facilitated by Republic Act No. 9246, commonly referred to as "The Philippine Librarianship Act of 2003" (Professional Regulatory Commission, 2004). Through this legislation, 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 this context, state universities and colleges (SUCs) as higher education institutions (HEIs) funded by the government often encounter challenges related to financing. Aduda (2018) noted that the availability of funds is a crucial factor in delivering quality education within public educational institutions. To ensure HEIs can effectively contribute to economic and social growth in an increasingly globalized world, policymakers must revise funding policies and explore innovative strategies to enhance and generate more financial resources. In the Philippines, SUCs are granted the authority to manage and control their internal income streams as outlined in CHED Memo No. 20 (Higher Education Modernization Act of 1997) and the Public Higher Education Reform Framework, aimed at addressing the shortfall in national government subsidies (Manasan & Revilla, 2015).

From a student's perspective, the library and education are fundamentally intertwined. They coexist to further each other's purpose. Libraries have significantly contributed to educational efforts by providing access to teaching materials and information resources. Education represents the knowledge acquired, while the library serves as a repository. Education shapes individuals, fostering a discerning mindset that cultivates better citizenship, while libraries promote self-education, leading to an enhanced outlook on life. Thus, libraries hold a crucial position in education and research by supplying society with essential information (Shukla et al., 2013). Unfortunately, many SUCs often face funding challenges, with most allocations directed toward operational costs, leaving library development a low priority. Professional development poses a significant challenge for many librarians, as some must cover the costs of their professional growth. In contrast, others may choose not to pursue further education due to the financial burden. Although numerous studies have examined the competency levels of librarians concerning global competitiveness within private institutions, there is a lack of research in public higher education institutions (HEIs). While most private HEIs allocate an annual budget for staff professional development, this funding is often absent in many public HEIs.

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. Given this context, the researcher, who is also a librarian, has contemplated the challenges faced by librarians in State Universities and Colleges (SUCs) that operate under significant budget constraints. Consequently, this research focuses on assessing librarians' competency levels in SUCs based on the PQF for Librarians (PQF-L) and the National Competency-Based Standards for Filipino Librarians (NCBS-FL). The findings from this study will ultimately inform the development of a Continuing Professional Development Plan.

2.0 Methodology

2.1 Research Design

The researcher employed a mixed-methods research design. Almeida et al. (2016) highlight that this approach combines quantitative and qualitative techniques. Utilizing this integration allows for a more comprehensive understanding of the research problem than relying on a single method. Specifically, the researcher adopted a sequential explanatory design, beginning with a quantitative study followed by a qualitative phase. This explanatory design was also instrumental in clarifying the study's purpose during the qualitative segment, aiming to elucidate the earlier quantitative results (Poth, 2018). Furthermore, the quantitative phase used the descriptive method to assess the respondents' profiles and gauge the SUC librarians' self-assessments of the NCBS-FL and PQF-L standards.

Conversely, the phenomenological method, employing in-depth interviews, was utilized for the qualitative component to gather participants' insights regarding the challenges they faced with CPD program requirements and PQF-L standards as avenues for professional growth. Neubauer et al. (2019) emphasize that phenomenology is a qualitative research approach that explores individuals' lived experiences. This "participant-oriented" method allows participants to express themselves and share their experiences in their own words without any alteration

(Alase, 2017). As a result, the data obtained from both the quantitative and qualitative components were compared, integrated, and synthesized to generate a comprehensive interpretation.

2.2 Research Participants

According to the reports compiled by CHEDRO III, a total of fifty-two (52) State University and College (SUC) librarians with permanent librarian positions were identified. However, only forty-four (44) agreed to participate in the study. For the quantitative aspect of the research, the entire population was included, as total population sampling is a purposive technique utilized due to the small number of individuals possessing specific attributes (McCarthy & Ahmed, 2021). Additionally, nine (9) librarians consented to be interviewed were selected for the qualitative portion using purposive sampling.

2.3 Research Instrument

A researcher-developed survey questionnaire, adapted from the instruments utilized by Fernandez and Buenrostro (2015) and Lanzuela (2018), was employed to gather data on the personal and professional competencies of librarians about the Philippine Qualifications Framework for Librarians (PQF-L) and the National Competency-Based Standards for Filipino Librarians (NCBS-FL). Specific competencies and skills were derived from the authoritative documents of the PQF-L and NCBS-FL standards to ensure content validity. Additionally, some elements were modeled after the tools Fernandez and Buenrostro (2015) and Lanzuela (2018) used. The survey instrument underwent face or judgmental validity testing through expert validation. Furthermore, the researcher developed an interview guide to collect qualitative data to complement and reinforce the quantitative findings from the survey questionnaire. This interview guide also underwent expert validation to ensure content validity.

2.4 Data Gathering Procedure

The necessary permissions to conduct the study were obtained in a letter addressed to the heads of the identified state universities and college libraries. This letter was acknowledged by the paper adviser and approved by the Holy Angel University Institutional Review Board (HAU-IRB Protocol No.: 2021-030-NRDABU-SUCLIBRARIANS). The invitation letters sent to the participants outlined the objectives and rationale of the study. Due to COVID-19 restrictions, these invitations were distributed electronically via email, Facebook Messenger, or both.

For the quantitative component of the study, participants completed survey questionnaires that required approximately 15 minutes of their time. These questionnaires were administered using the Google Form platform. In contrast, the qualitative component involved in-depth interviews lasting around 30 minutes, conducted through Zoom and Google Meet. Participants were asked for their availability and permission to record their video and/or audio. The transcriptions of the interviews were subsequently shared with the participants to ensure the accuracy of the transcriptions and interpretations. Participants provided signature specimens to confirm their agreement with the transcriptions. Lastly, respondents received instructions on contacting the researcher should they require clarification regarding the instrument used or the study.

2.5 Data Analysis

In the quantitative section of the study, frequency and percentage were utilized to characterize the distribution of respondents based on their profile variables, which include age, sex, highest educational attainment, registration status, years of service as a librarian, nature of work, in-service training attended, and CPD Credit units earned. Additionally, means and standard deviations were calculated to assess the participants' self-evaluated competencies concerning the National Competency-Based Standards for Filipino Librarians (NCBS-FL) and the Philippine Qualifications Framework for Librarians (PQF-L). The means were described in terms of level of competence based on the following scale:

Table 1. Level of competencies scale

Scale	Mean Ranges	Description
4	3.25 – 4.00	Advanced level
3	2.50 – 3.24	Proficient level
2	1.75 – 2.49	Developing level
1	1.00 – 1.74	Learning level

In the qualitative segment of the study, the interview responses were transcribed for analysis. A content analysis approach was employed to interpret the data, which involved categorizing verbal information and engaging in an iterative process of coding and classifying this information to form distinct categories. The transcripts of the interviews, along with accompanying field notes, were analyzed and coded into themes and sub-themes through content analysis to understand better the insights shared by the respondents as a collective group (Kuckartz & Rädiker, 2023).

2.6 Ethical Considerations

The principles of ethical conduct must be upheld as a fundamental rule when conducting a research study involving human interactions. The researcher tried to adhere to ethical standards from the conceptualization of the study to the reporting of the findings. Appropriate language was utilized in the research instruments, and proper citations were provided for the works of other authors referenced in the study. Additionally, the researcher maintained impartiality throughout the research process and sought approval from the HAU Institutional Review Board (IRB) before the study's implementation.

Participation in the study was entirely voluntary, with participants given the autonomy to choose whether to engage in the quantitative component via Google Forms. Furthermore, the ten respondents selected for the 30-minute in-depth interviews conducted through Google Meet and Zoom were informed of their right to withdraw at any time should they feel uncomfortable sharing their experiences, particularly regarding the recorded nature of the interviews. They were reminded to deactivate the recorder at any moment during the discussion and withdraw from the study without any reservations. Moreover, no financial incentives were offered for participation, as the study was conducted solely for educational purposes.

Participants greatly benefited from the study as they established a clear self-assessment of their professional status about the national competencies required for librarianship, which is essential for achieving global competitiveness and professional competence. Before the survey, informed consent was obtained, allowing participants to decide whether to participate. They also had the option to receive the study results via email following publication. Access to all collected data was restricted solely to the researcher. The information gathered from the study was coded to safeguard participant identity, and any potential risks associated with disclosing personal information were excluded from the final paper and oral presentation. The data collected from the online survey and recorded interviews were securely stored on a protected server. All such data will be permanently deleted one year after the study's publication. Additionally, participants have the right to refuse the use of their collected data if the principal investigator intends to use it for future research.

3.0 Results and Discussion

3.1 Profile of State Universities and Colleges Librarians

According to the findings from the study on the profiles of SUC librarians in Region III, the youngest participants are 22 to 32. At the same time, the oldest belong to the age group of 55 and above, as illustrated in Table 2. Regarding the demographic variable of sex, the results align with Blackburn (2015), who characterized librarianship as "women's work," noting a significant predominance of female participants over their male counterparts.

Table 2. Frequency and percentage distribution of respondents in terms of age and sex

		Male	Female	Total
Age	22 – 32			
	Frequency	3	12	15
	Percentage (%)	6.8%	27.3%	34.1%
	33 – 43			
	Frequency	2	17	19
	Percentage (%)	4.5%	38.6%	43.2%
	44 – 54			
	Frequency	0	7	7
	Percentage (%)	0.0%	15.9%	15.9%
	55 above			
	Frequency	0	3	3
	Percentage (%)	0.0%	6.8%	6.8%

Table 3 presents respondents' frequency and percentage distribution based on their highest educational attainment and registration status. Regarding educational qualifications, most participants hold a Master's Degree, a requirement for academic librarians. Moreover, higher education institution (HEI) libraries must be

overseen by licensed librarians possessing master's degrees in Library and Information Science or a related field (CHED, 2017). Despite this requirement, the proportion of master's degree holders among academic librarians in Region 03 State Universities and Colleges (SUCs) remains below expectations. The research further reveals that most librarians are registered and have renewed their licenses, while only a few are pending renewal. This indicates a strong awareness among librarians of the significance of maintaining a registered license in their professional practice.

Table 3. Frequency and percentage distribution of respondents in terms of highest educational attainment and registration status

		Frequency (f)	Percentage (%)
Highest educational attainment	Bachelor's Degree	17	38.6%
	Masterate Degree	26	59.1%
	Doctorate Degree	1	2.3%
Registration Status	Registered	35	79.5%
	For Renewal	9	20.5%

It is important to note that the participants are seasoned librarians, as indicated by their years of service in both the public and private sectors, as shown in Table 4. Nearly half of the participants have over ten years of experience, with some having dedicated more than thirty years to the field. As a fellow librarian, the researcher recognizes this level of commitment as a hallmark of the profession, particularly given the shortage of librarians, a situation exacerbated by the limited number of colleges and universities offering Library & Information Science (LIS) courses (Adel, 2020). The participants also have diverse roles within their organizations, with some serving as Directors or Department Heads, Assistant Directors or Assistant Department Heads, and many occupying positions as Section Heads. At the same time, a portion of the support staff is in their workplaces.

Table 4. Frequency and percentage distribution of respondents in terms of years in service and nature of work as a librarian

		Frequency (f)	Percentage (%)
Years in service as a librarian	1 – 5 years	12	27.3%
	6 – 10 years	12	27.3%
	11 – 15 years	8	18.2%
	16 – 20 years	6	13.6%
	21 – 25 years	3	6.8%
	26 – 30 years	0	0
	31 above	3	6.8%
Nature of work as a librarian	Director/Department Head	10	22.7%
	Asst. Director/ Asst. Department Head	1	2.3%
	Section Head	25	56.8%
	Support Staff	8	18.2%

Training and seminars are essential to professional growth and benefit employees and their organizations. The researcher aligns with Tampon (2023), who emphasized the numerous advantages of participating in professional seminars, conferences, and training. Benefits such as skill enhancement through expert guidance, opportunities for networking within and beyond the profession, acquiring and developing soft and hard skills, and developing self-esteem are notable outcomes of engaging in these activities. However, the study's findings did not entirely support this notion. As indicated in Table 5, most respondents attended only 1 to 5 trainings or seminars over three years. Alarming, some individuals did not participate in a single seminar during this period, while very few attended more than ten trainings.

Table 5. Frequency and percentage distribution of respondents in terms of training attended in LIS and CPD credit units earned

		Frequency (f)	Percentage (%)
Training attended in Library and Information Science	None	4	9.1%
	1 – 5 trainings	26	59.1%
	6 – 10 trainings	10	22.7%
	11 – 15 trainings	1	2.3%
	16 above trainings	3	6.8%
	0	4	9.1%
CPD credit units earned	1 -10	18	40.9%
	11 – 20	11	25.0%
	21 -30	6	13.6%
	31 above	5	11.4%

Most librarians from State Universities and Colleges (SUCs) attend at least one seminar each year. This suggests that ongoing professional development through regular and sustained participation in library and information science-related seminars and training has not yet become a well-established aspect of SUC librarians' professional lives.

As indicated by the participants and illustrated in Table 6, the primary reason for their non-attendance at seminars and training sessions is the inconvenience and inability to attend due to heavy workloads in the office. This concern was reiterated during the interviews, where participants noted that they occasionally have to forgo Continuing Professional Development (CPD) programs because of work demands related to accreditation. Additionally, some expressed that there is often no staff available to oversee the library in their absence at these seminars. The workload tends to be overwhelming, leading to a shortage of librarians and support staff.

Table 6. Frequency and percentage distribution of respondents in terms of reasons for non-attendance at a seminar/training

Reasons	Frequency (f)	Percentage (%)	Rank
Cost is high	18	40.9%	3
Lack of sponsorship	10	22.7%	4
Lack of interest	0	0	Not a reason
Lack of awareness	6	13.6%	5
Inconvenience to attend due to workload in the office	23	52.3%	1
Others	19	43.2%	2

Lourdes David further emphasized this issue in her interview, highlighting that the country has approximately 9,000 registered librarians. However, only a small number actively practice in the field, while many others have sought employment overseas (Adel, 2020). Interestingly, the researcher discovered that "lack of interest" was not cited as a reason for non-attendance, which contrasts with the findings of Idiegbeyan-Ose et al. (2014), who identified "lack of interest" as a key factor in attendance issues at seminars, training sessions, and conferences. This highlights that librarians readily seize opportunities to participate in Continuing Professional Development (CPD) programs. One of the primary motivations for attending seminars is to obtain CPD units alongside the goal of enhancing professional skills. This was confirmed during interviews, where participants acknowledged that attending seminars serves as an opportunity to improve their competencies and stay updated with the latest trends in Library and Information Science. Additionally, it was noted that participation in CPD programs is mandatory, as it is required to renew professional licenses. According to the law, all registered and licensed professionals must earn the requisite number of CPD units to renew their professional identification cards. For librarians, 15 CPD units are needed for license renewal (PRC, 2020). Overall, the CPD programs available for librarians are commendable, particularly since most are registered.

3.2 Level of Self-Assessed Competencies: Domains of the National Competency-Based Standards for Filipino Librarians

Numerous professionals have employed competency evaluation to monitor their career progression and define their goals and objectives. A self-evaluation allows employees to objectively assess their strengths and identify areas for improvement related to their job performance. This process is instrumental in goal setting, competency development, and charting an employee's career path. As illustrated in Table 7, SUC librarians rated their competencies concerning the NCBS-FL as proficient. Among the seven domains of personal competencies, Ethics and Values achieved the highest mean score of 3.27 (SD = 0.499), reflecting the high regard SUC librarians hold for the librarian's Code of Ethics in their professional practice. Conversely, Leadership received the lowest mean score of 2.89 (SD = 0.493) among the personal competency domains. The researcher views this finding as an understatement, as many SUC libraries are understaffed, resulting in many librarians fulfilling a one-man-librarian role. As noted by the Philippine Librarians Association, Inc. (2016), assuming the role of a librarian inherently involves exercising leadership.

Furthermore, the participants assessed their professional competencies across all four domains and rated them as Proficient. In Managing Information Resources, cataloging received the highest mean score of 3.23 (SD = 0.424), whereas E-Resources Management had the lowest mean score of 2.93 (SD = 0.398). These findings align with the research conducted by Fernandez and Buenrostro (2015) in their paper titled "Competencies of Professional Librarians in Northern Luzon, Philippines: Basis for Building Capacities and Continuing Professional Development."

Table 7. Means and qualitative descriptions of the respondents' self-assessment in terms of NCBS-FL domains

Domains	Subdomains	Mean	SD	Qualitative Description
Personal Competencies	Communication	2.95	0.526	Proficient Level
	Customer Service	3.14	0.462	Proficient Level
	Leadership	2.89	0.493	Proficient Level
	Lifelong Learning & Personal Growth	3.02	0.549	Proficient Level
	Ethics and Values	3.27	0.499	Proficient Level
	Interpersonal Competencies	3.14	0.462	Proficient Level
	Cultural Competencies	2.98	0.403	Proficient Level
	Total/Overall	3.06	0.339	Proficient Level
Managing Information Resources	Selection and Acquisition	3.07	0.501	Proficient Level
	Cataloging	3.23	0.424	Proficient Level
	Collection Management	3.14	0.510	Proficient Level
	E-Resources Management	2.93	0.398	Proficient Level
	Total/Overall	3.09	0.374	Proficient Level
Managing Information Services	Access Services	3.14	0.347	Proficient Level
	Reader's Advisory Services	3.11	0.443	Proficient Level
	Reference and Information Services	3.16	0.428	Proficient Level
	Information Literacy Services	3.07	0.398	Proficient Level
	Public/ Outreach Services	2.77	0.565	Proficient Level
	Total/Overall	3.05	0.332	Proficient Level
Managing Information Tools and Technology (Core Areas)	E-Mail	3.20	0.462	Proficient Level
	Hardware	2.80	0.462	Proficient Level
	Internet	3.09	0.520	Proficient Level
	Operating System	2.64	0.574	Proficient Level
	Software Applications	2.70	0.632	Proficient Level
	Web Tools	2.66	0.526	Proficient Level
	Applications of Information and Technologies	2.70	0.509	Proficient Level
	Total/Overall	2.83	0.408	Proficient Level
Managing Information Organization	Strategic Planning/ Policy Formulation	2.77	0.476	Proficient Level
	Financial Management	2.80	0.509	Proficient Level
	Project Management/ Research	2.61	0.579	Proficient Level
	Personnel Management	2.86	0.594	Proficient Level
	Public Relations	2.98	0.549	Proficient Level
	Collaboration	2.86	0.554	Proficient Level
	Facilities Management	3.00	0.482	Proficient Level
	Total/Overall	2.84	0.438	Proficient Level

Regarding Managing Information Services, Reference and Information Services achieved the highest mean score of 3.16 (SD = 0.428), reflecting the participants' recognition of the essential aspects of reference services in delivering quality support. This outcome likely stems from the participants' engagement in Continuing Professional Development (CPD) programs focused on customer service—a topic noted as relevant to their training. Conversely, Public/Outreach Service recorded the lowest mean of 2.77 (SD = 0.565). This suggests an area needing improvement, as this subdomain is critical for enhancing library services to meet the literacy needs of target clients, achievable through effective outreach programs.

Regarding managing information tools and technology, e-mail displayed the highest mean of 3.20 (SD = 0.462), followed by the Internet, which had a mean of 3.09 (SD = 0.520). These results indicate that participants are proficient in utilizing the primary functions of e-mail applications and the Internet. In contrast, Web Tools received the lowest mean of 2.66 (SD = 0.526), suggesting that while participants are familiar with common social networking platforms, they do not utilize them to the same extent as E-Mail and the Internet.

In the area of Managing Information Organization, Facilities Management achieved the highest mean of 3.00 (SD = 0.482), demonstrating that participants can design plans and strategies for the optimal use of library facilities and equipment. It is also noteworthy that respondents are aware of their deficiencies in technological advancement and actively seek to address this gap by participating in CPD programs to enhance their ICT competencies.

Furthermore, the researcher asserts that the curriculum has influenced the self-assessed competencies of participants, specifically at the Proficient Level, according to the NCBS-FL. Some interviewees highlighted that the Bachelor of Library & Information Science curriculum is extensive and designed to encompass all the essential

skills required for librarians to be effective and competent. Nevertheless, a significant challenge arises from the necessity to develop numerous skills within the limited time allocated in the curriculum. As a result, librarians often seek Continuing Professional Development (CPD) activities or programs to enhance the skills meant to be nurtured during their undergraduate education. This is particularly relevant regarding technological advancements, which are increasingly shaping the future direction of library services.

3.3 Level of Self-Assessed Competence Along the Philippine Qualifications Framework for Librarians

The PQF-L serves as a national standard for quality assurance among Filipino librarians, designed to assess the knowledge and skills acquired through various avenues. According to Vea (2018), one of the key benefits of the PQF is its promotion of lifelong learning, enabling professionals to enhance their qualifications to meet the evolving demands of organizations. Additionally, it offers a common framework for standards, qualifications, and levels that benefit employers. Participation in Continuing Professional Development (CPD) programs is essential for librarians striving to attain the qualifications outlined for their profession. In this study, participants evaluated their minimum professional competencies and advanced professional competencies about the PQF-L guidelines, specifically for those who have completed a Baccalaureate Degree (Level 6), Master's Degree (Level 7), or Doctorate (Level 8). Interview participants collectively affirmed that pursuing postgraduate studies would equip them with the knowledge necessary to address the current information needs of their communities. As illustrated in Table 8, participants indicated that their desired minimum professional competencies are set at the Proficient Level, with an overall mean score of 2.96 (SD = 0.395). Among the various subdomains, Cataloging and Classification emerged as the most prominent, boasting a mean score of 3.27 (SD = 0.544). In contrast, Information Technology, particularly Operating Systems, recorded the lowest mean score of 2.66 (SD = 0.608).

Table 8. Means of respondents' self-assessment in terms of the desired minimum professional competencies on the PQF-L

Desired Minimum Professional Competencies	Mean	SD	Qualitative Description
Selection and Acquisition of multi-media sources of information	3.02	0.590	Proficient Level
Cataloging and Classification	3.27	0.544	Proficient Level
Indexing and Abstracting	3.02	0.664	Proficient Level
Reference, Bibliography, and Information Services	3.16	0.526	Proficient Level
Organization, Management and development., and Maintenance of multi-media-based library or information service, Laws, Trends, and Practices affecting the profession	3.07	0.501	Proficient Level
Information Technology (Total)	2.87	0.446	Proficient Level
a. E-mail	3.18	0.446	Proficient Level
b. Hardware	2.80	0.553	Proficient Level
c. Internet	3.11	0.538	Proficient Level
d. Operating Systems	2.66	0.608	Proficient Level
e. Software Applications	2.77	0.605	Proficient Level
f. Web Tools	2.77	0.522	Proficient Level
g. Applications of Information and Technologies	2.82	0.495	Proficient Level
Total/Overall	2.96	0.395	Proficient Level

The researcher concurs with the finding that Cataloging and Classification stand out, as this subject is incorporated into the BLIS program's old and new curricula. Conversely, Information Technology has only been included in the new curriculum, leaving students from the old curriculum without exposure to this important area. As one participant noted in her interview, her college experiences did not encompass courses on library automation or OPAC. However, she recognized the evolution of library services through technological advancements and acknowledged the necessity of acquiring these skills to remain effective in the contemporary landscape of library services.

In contrast, advanced professional competencies were identified as being at the Developing Level, with an overall mean score of 2.33 (SD = 0.612), as illustrated in Table 9. Among the subdomains of advanced professional competencies, Lifelong Learning achieved the highest mean score of 2.89 (SD = 0.618). Conversely, Specialized Librarianship practice recorded the lowest mean of 2.01 (SD = 0.718), primarily due to the participants' affiliations with academic libraries. Most participants had completed their master's degrees, and one even held a doctorate, showcasing their commitment to professional growth and lifelong learning. Nevertheless, the perceived level of advanced professional competencies remains at the Developing Level, particularly in the realm of specialized librarianship practice.

Table 9. Means of respondents' self-assessment in terms of the desired minimum professional competencies on the PQF-L

Advanced Professional Competencies Domain	Mean	SD	Qualitative Description
Self-directed research	2.59	0.757	Proficient Level
Lifelong learning	2.89	0.618	Proficient Level
Leadership practice in ASEAN countries	2.27	0.788	Proficient Level
Leadership and working with teams in the domains of professional competencies	2.61	0.754	Proficient Level
Specialized librarianship practice: Total	2.01	0.718	Developing Level
a. law librarianship	2.00	0.889	Developing Level
b. medical and allied sciences librarianship	1.93	0.828	Developing Level
c. theological librarianship	1.75	0.751	Developing Level
d. information technology	2.25	0.839	Developing Level
e. archives	2.11	0.841	Developing Level
Total/Overall	2.33	0.612	Developing Level

Since most participants hailed from state universities and colleges (SUCs), they lack proficiency in specialized librarianship, law librarianship, medical and allied sciences librarianship, theological librarianship, information technology, and archives. This perceived low competency in specialized librarianship was further corroborated by respondents' feedback indicating that they attended seminars relevant to their current roles for practical purposes. Their primary motivation for attending these seminars is to enhance their ability to meet clients' information needs; they believe that seminars not aligned with their current job would misuse resources, as the knowledge gained would not be applicable in their present positions. Additionally, obtaining approval to attend seminars unrelated to their institution's library services is seldom feasible. The researcher observed that librarians were somewhat cautious in evaluating their competencies, even though many had completed advanced degrees at Level 8 or above. The researcher strongly contends that, given their educational qualifications, these participants could justifiably assess their competencies at an Advanced Level.

3.4 Contribution of Continuing Professional Development (CPD) to the Development of Competencies Along the PQF-L

Continuing Professional Development (CPD) is essential as it ensures the ongoing pursuit of structured, pragmatic, and relevant learning activities after obtaining a baccalaureate degree. It allows individuals to prioritize specific skills and knowledge to achieve proficiency. Furthermore, it enables professionals to regularly assess key areas of development and take appropriate actions to address any deficiencies (CPD News Team, 2016). The researcher echoed this perspective during interviews, during which participants identified CPD programs as vital tools for updating the competencies required to keep pace with the latest advancements in information services. While participants recognized the importance of continuous learning in their professions, they sometimes felt compelled to engage in CPD solely to meet the requisite number of credit units needed for license renewal. The study's findings revealed varying impacts of CPD activities on the participants' desired and advanced professional competencies. As illustrated in Table 10, participants indicated that CPD activities significantly enhanced their desired professional competencies, leading to a self-assessment of their abilities at the Proficient Level across all competency domains, with an overall mean score of 2.86 (SD = 0.500).

Table 10. Means of CPD's Contribution to Librarians' Desired Minimum Professional Competencies on the PQF-L

CPD Contribution - Desired Minimum Professional Competencies	Mean	SD	Qualitative Description
Selection and Acquisition of multi-media sources of information	2.93	0.625	Proficient Level
Cataloging and Classification	3.16	0.526	Proficient Level
Indexing and Abstracting	2.82	0.691	Proficient Level
Reference, Bibliography, and Information Services	3.09	0.520	Proficient Level
Organization, Management and development., and Maintenance of multi-media-based library or information service, Laws, Trends, and Practices affecting the profession	3.07	0.545	Proficient Level
Information Technology (Total)	2.74	0.557	Proficient Level
a. E-mail	3.00	0.528	Proficient Level
b. Hardware	2.70	0.632	Proficient Level
c. Internet	2.84	0.568	Proficient Level
d. Operating Systems	2.66	0.745	Proficient Level
e. Software Applications	2.68	0.674	Proficient Level
f. Web Tools	2.64	0.685	Proficient Level
g. Applications of Information and Technologies	2.68	0.674	Proficient Level
Total/Overall	2.86	0.500	Proficient Level

The contrary perspective can be observed in the advanced professional competencies, where participants viewed the CPD activities as beneficial for developing their skills and knowledge. This is evidenced by their descriptions in Table 11, reflecting an overall mean score of 2.38 (SD = 0.717) at the Developing Level. Only three domains within the advanced professional competencies—namely, Self-directed Research (Mean = 2.61; SD = 0.722), Lifelong Learning (Mean = 2.89; SD = 0.689), and Leadership and Working with Teams in the Domains of Professional Competencies (Mean = 2.59; SD = 0.757)—demonstrated enhancement as a result of attending CPD activities. The contribution of CPD to improving competencies in "Leadership Practice in ASEAN Countries" and "Specialized Librarianship Practice" was characterized at a Developing Level. Factors contributing to this perspective, as noted by the participants, include the limited number of librarians practicing in other countries and the participants' preference for CPD activities focused on developing the specific skills relevant to their current roles and positions.

Table 11. Means of CPD's Contribution to Librarians' Advanced Professional Competencies on the PQF-L

CPD Contribution - Advanced Professional Competencies Domain	Mean	SD	Qualitative Description
Self-directed research	2.61	0.722	Proficient Level
Lifelong learning	2.89	0.689	Proficient Level
Leadership practice in ASEAN countries	2.45	0.820	Developing Level
Leadership and working with teams in the domains of professional competencies	2.59	0.757	Proficient Level
Specialized librarianship practice:			
a. law librarianship	2.11	0.945	Developing Level
b. medical and allied sciences librarianship	2.09	0.910	Developing Level
c. theological librarianship	2.02	0.927	Developing Level
d. information technology	2.39	0.895	Developing Level
e. archives	2.23	0.886	Developing Level
Total/Overall	2.38	0.717	Proficient Level

The researcher observed a sense of apprehension among the interview participants, who felt that Continuing Professional Development (CPD) programs do not effectively enhance their competencies. This perception stems from the belief that many CPD programs do not align with the participants' existing levels of knowledge. Similarly, the study conducted by Moonasar and Underwood (2018) echoed these sentiments. Their respondents recognized the importance of CPD and acknowledged the impact of ICT on library resources and services; however, many expressed skepticism regarding the ability of the CPD programs to fulfill their intended purpose. These findings suggest that even though most participants have completed their master's degrees and have attended various CPD activities, they still do not feel that their skills and knowledge are at an Advanced Level.

3.5 Insights and Challenges of Librarian-participants in the Continuing Professional Development (CPD) Program and the Philippine Qualifications Framework

The findings from the qualitative phase of this study were based on the responses of nine (9) librarians from State Universities and Colleges (SUCs) who agreed to participate in the interview portion of the research. These participants are referenced as Participant 1 through Participant 9. To better understand their experiences, guide questions were formulated to address the research question: "What insights and challenges do librarian-participants face regarding CPD and PQF-L as pathways for professional growth?" Table 12 presents the guide questions, the themes derived from the participants' responses, and their contributions.

The Professional Regulation Commission (PRC) oversees the implementation of the Continuing Professional Development (CPD) program aimed at enhancing the professional growth of Filipino professionals to ensure their global competitiveness. To facilitate this professional advancement, the PRC has mandated the accumulation of CPD credit units as a requirement for renewing professional licenses. Although the PRC's intention behind these requirements is reasonable, professionals have faced significant challenges during implementation. 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.

Table 12. Insights and challenges librarians have concerning the CPD and PQF-L as means of professional growth

Guide Questions	Themes	Responses
What can you say about CPD and why do you think it is important in the view of the Professional Regulation Commission (PRC)?	1. improved skills 2. continuous learning 3. CPD as a business	• Good because it improves the skills of librarians making them proficient in delivering library services. • CPD helps professionals achieve continuous learning since learning does not stop after graduating from college and obtaining a license. • CPD can be coined into an acronym CAN I (Constant And Never-Ending Improvement) for quality and standards of professional services. • "Objective is good, but if you look at the manner of implementation, it has become a business for some entities from time to time.
Why do you think CPD is important in the view of the PRC?	1. assurance of professional growth 2. attainment of global competitiveness	• CPD is mandated to ensure that licensed professionals continue to uphold the highest professional standards by way of aligning qualifications with ASEAN standards. • CPDs are the PRC's means of meeting the demands of the global market and preparing Filipino professionals for global competition.
How relevant is CPD in your profession?	1. updating of competencies 2. mandated license renewal requirement	• CPD is relevant in their profession as librarians. • "CPD is important for us to be updated with the new trends to better serve the clients". • "CPD is relevant to improve and update our skills. What we have learned after graduation is not enough. I have been in the service for 18 years and I need training, especially in information technology". • "CDP is relevant since it will ensure that librarians will be aware of the new trends in the practice of the profession". • CPD is necessary because it is needed in renewing the license and at the same time it is already a law. • They do not have any choice but to abide by it. • "CPD is just a requirement in renewing the license".
How do you feel about the required CPD point system in renewing your professional license?	1. attainability 2. mandated requirements	• Participants displayed satisfaction with the required CPD units, especially since the requirement was lowered from the original 45 points to just 15 points in the meantime. • Does not have any problem with the CPD point requirement but took note that such a case may not be true for everyone "It's not the willingness of the librarian to attend the professional development activities especially it is needed for the renewal of licenses, the problem boils down to funding support from the administration". • CPD points as obligatory and they were left with no option but to abide by it. • Disappointed with this requirement because she is the one paying whenever she attends a CPD program because it is necessary for the renewal of her license. • Reiterated that attending the CPD program does not guarantee new learning for the attendees • "When it is required, you need to abide, required, obligated because you are obliged, it is a requirement"
What course of action have they taken related to the CPD point system?	1. prioritized 2. pursuit of post-graduate studies 3. compliance with accreditation requirements 4. attendance at in-service seminars/webinars	• Prioritize which CPD activity to attend. • Plan what CPD programs to take to maximize her allotted budget • chooses CPD activities that are not that expensive but offer higher CPD points since she is the one who pays • makes sure to attend seminars related to the current job assigned to him • has completed their master's degree in MLIS programs in pursuit of professional growth • obtained a PhD degree as a means of professional growth • "I tell my VPAA that I have to attend seminars, and since these are basic requirements for the accreditation of the different programs of the school, they are obligated now. However, in the past, they did not send me due to lack of budget, but now, they are obliged to send me to seminars because of accreditation requirements" • attended supervisory seminars/training given by the Civil Service Commission and training related to becoming an accreditor provided by AACUP
How do they find the CPD programs being offered about their work?	1. relevance to work 2. mismatch with work	• participants have perceived the CPD programs as beneficial since CPD programs improve the skills of librarians which may translate to better library services • "I find them useful since I am just new in the profession, so most of the seminars that I have attended were useful" • CPD programs are useful especially when he attends CPD activities that are related to his assigned tasks in the library • because of the CPD program, she has developed more confidence because of the learning she has gained from the program • some CPD activities as non-fulfilling • sometimes no new knowledge can be learned from the CPD program • The webinars being offered did not provide gainful insights for application for the job. • Observed that CPD programs are not aligned to the level of knowledge and experiences of the target audience which is why the acquisition of new learnings never happened. "They should program their topics and analyze the target audience because target audiences are not the same, and they may have different needs. If you are already a seasoned professional, why would they still teach you the basics? What I am trying to say is that they should provide training commensurate to the level of knowledge and experience of their target participants"
Who paid for the CPD program?	1. school funds 2. personal funds	• participants' affiliations pay for the expenses related to CPD programs attended by their librarians • Most SUCs have allotted funds for professional development, allowing the professionals to grow and develop professionally • participants intimated that they used their funds to attend the CPD program for their professional development because their institution's allotted budget was insufficient
was a time that they missed a CPD program that they liked to attend and why they missed it.	1. understaffed library 2. limited budget 3. demands of work 4. unsupportive administration	• missed the National Congress because no one would man the library for she is the only librarian in her school and she could not entrust the library operations to her non-librarian staff due to possible losses of equipment or unavoidable circumstances which might happen while she was away since the majority of PLAI National Congress Trainings are held in far places and takes more than one day to complete. • Feared losing library materials which could be charged against her name because of accountability in public offices. • the school did not prioritize the library and it has no allotted funds to pay for staff training and seminars. • Uses personal funds to attend seminars/training • workload, especially in times of accreditation, as the primary reason for missing a training/workshop • "During the Librarian Congress in 2019, in the exigencies of the work, the schedule of our program accreditation was during the time of National Conference" • even if there is available budget for the CPD program, they were not allowed to attend the CPD program if it coincided with the schedule of accreditation • lack of support from the administration as the reason for missing a CPD activity

These challenges are not unique to the Philippines. A study conducted by Bernadine (2019) in Gauteng Province revealed similar issues faced by respondents regarding CPD as a vehicle for professional growth, including inadequate administrative support, budget constraints, and a lack of motivation among employees. The study conducted by Guo (2014) echoes similar sentiments, revealing that financial constraints and a lack of motivation from administrators are primary deterrents for professionals seeking involvement in Continuing Professional Development (CPD) programs. The researcher commendably acknowledges the resilience demonstrated by participants, who, despite facing challenges in their professional growth, continue to persevere and actively seek ways to enhance both their personal and professional development. They strive to explore various opportunities to ensure that their skills and competencies align with the demands of their profession. Some participants utilize their funds, while others actively search for free CPD programs to acquire the necessary skills for delivering improved library services.

Additionally, the participants recognize the vital role of the Professional Regulation Commission (PRC) and CPD in meeting the qualifications required of librarians in the global market. However, they have also expressed concerns regarding issues such as the extension of validity for unused CPD credit units, additional criteria for professional growth—such as speakerships, serving as professors in Bachelor of Library and Information Science (BLIS) programs, or acting as accreditors for those programs—and the regulation of seminar fees, particularly for librarians who lack the financial resources in their library budgets to support their professional growth and development.

3.6 Proposed CPD Plan for SUC Librarians

The researcher, motivated by a desire to create a meaningful impact for her colleagues in the librarianship profession, developed a proposed Continuing Professional Development (CPD) plan grounded in the self-assessment results of participants regarding their competencies as librarians. The primary objective of this CPD plan is to assist information professionals in achieving the highest level of competency (advanced level) within their practice. The plan is structured based on the National Competency-Based Standards for Filipino Librarians (NCBS-FL) to fulfill the Philippine Qualifications Framework for Librarians (PQF-L). For the CPD plan to be effective, librarians must thoroughly self-assess their current skills and competencies about the NCBS-FL and PQF-L. It is recommended that librarians identify their specific career goals and determine strategies to achieve these goals following their self-evaluation. Furthermore, it is essential to consider a timeframe for career development to objectively measure progress (Martinelli, 2017).

The proposed Continuing Professional Development (CPD) plan is structured to address two key competency areas for librarians: personal and professional competencies. The personal competencies targeted in this plan include Communication, Customer Service, Leadership, Lifelong Learning and Professional Growth, Ethics and Values, Interpersonal Skills, and Cultural Competencies. Conversely, the professional competencies focus on Managing Information Resources, Managing Information Services, Managing Information Tools and Technology, and Managing Information Organization (Philippine Librarians Association, Inc., 2016).

For each target skill, specific objectives are outlined, along with the individuals responsible for implementing them. The plan also includes suggested methods, strategies, and activities that guide enhancing each targeted area and achieving the stated objectives. Additionally, a timeline for completing these activities and the associated budget requirements are specified. Funding may be sourced from the library's budget or through personal contributions. Librarians, as providers of information, must recognize that continuing education is essential for delivering high-quality library services, particularly with the increasing adoption of diverse technologies to support the community and foster independent library use among readers. Oinam and Thoidingjam (2019) noted that "Librarians should serve as a guiding force or educators to help readers develop into lifelong learners. They should emphasize the importance of lifelong learning for the growth and welfare of the community. Lifelong learning involves acquiring constantly evolving information in today's world and utilizing that knowledge through effective information literacy skills."

Rodriguez (2021) articulated that CPD "is a personal responsibility of professionals to maintain current knowledge and skills, enabling them to deliver high-quality service that safeguards the public and meets the expectations of clients, as well as the standards of their profession." The researcher emphasizes that a CPD plan is essential for

librarians to effectively navigate today's information-rich environment, regardless of whether it is sponsored. This notion is echoed in the NCBS-FL (Philippine Librarians Association, Inc., 2016), which asserts that "regardless of their position, employment status, or career aspirations, lifelong learning, and continuous improvement are integral to the enhancement of a librarian's professional life and personal growth." By overcoming challenges and participating in CPD programs, librarians cultivate vital learning skills essential for effective information delivery.

Table 13. Proposed CPD Plan

Table 13. Proposed CPD Plan						
Target Area	Objectives	Persons Responsible/ Implementers	Activities	Time Frame	Budget	
					Amount	Source
<i>Personal Competencies</i>						
Communication	Develop the ability to communicate clearly and effectively in the workplace.	Library Administrators, Human Resource Management Officer, Librarians	Attendance to seminar/ workshop relevant to improving communication skills such topics on Public Speaking, Self Confidence Training, Communication Skills Training (Verbal and Non-Verbal)	Once a year	P 3,000	Library Budget or Personal Funds
Customer Service	Understand and meet library client's information needs.	Library Administrators, Human Resource Management Officer, Librarians	Participate in seminars/ workshop purposeful in refining relationships with the community specifically with library clients. E.g., Client Relationship Management, Customer Service in the Public Sector, Managing Customer Feedback	Once a year	P 3,000	Library Budget or Personal Funds
	Create a positive patron's experience.		Mentoring.			
Leadership	Establish leadership skills necessary to achieve quality library services.	Library Administrators, Human Resource Management Officer, Librarians	Role-Playing. Engage in leadership training and Workshops on topics about Handling workload effectively, Striking a balance between work and personal life, Leadership style and behavior Leads to conflicting and challenging situation Scout for free webinars, online tutorials, or scholarships. Example: Use of new technology (Smart devices, new applications, new software, etc.)	Once a year	P 3,000	Library Budget or Personal Funds
	Prepare librarians to take part in managerial roles in the future.					
Lifelong Learning & Professional Growth	Understand the importance of lifelong learning and continuing education for librarians as part of the educational system.	Library Administrators, Human Resource Management Officer, Librarians	Enroll in a graduate school program or self-interest course online or face-to-face.	2 years for the graduate school program	P25,000/semester	Library Budget or Personal funds
	Identify available resources related to continuing education and establish a personal professional development plan.					
Ethics and Values	Recognize the importance of ethics and values in the practice of the profession.	Library Administrators, Human Resource Management Officer, Librarians	Attendance to seminar/ workshop concerning professional ethics, especially the topic of the Code of Ethics for Philippine Librarians.	Twice every 3 years	P3,000	Library Budget or Personal funds
Interpersonal Competencies	Establish good working relationships with library users, community, and colleagues.	Library Administrators, Human Resource Management Officer, Librarians	Engage in workshops on teamwork and group-problem solving such as topics on Build Meaningful Relationships, Positive Body Language and Attitude	Once a year	P3,000	Library Budget or Personal funds
Cultural Competencies	Develop awareness towards cultural heritage.	Library Administrators, Human Resource Management Officer, Librarians	Research about local histories	Once a year	P1,000	Library Budget or Personal funds
<i>Professional Competencies</i>						
Managing Information Resources	Guarantee relevant and adequate library resources	Library Administrators, Human Resource Management Officer, Librarians	Conduct in-house training on Managing Information Resources, explore available online tutorials on Managing Information Resources, and attend seminars/ training on Managing information resources. Topics focusing on Selection and Acquisition, Cataloging,	Once a year	P3,000	Library Budget or Personal funds

			Collection Management, E-Resources Management, and Preservation.			
Managing Information Services	Upgrade library services to meet the information needs of the community.	Library Administrators, Human Resource Management Officer, Librarians	Evaluate the status of the existing library services based on current trends in library services and attend seminars/ workshop on trends in librarianship, in particular topics on Access Services, Reader's Advisory, Reference/ Information, Patron Training, Information Literacy, Public Service/Outreach. Children's Services	Once a year	P3,000	Library Budget or Personal funds
Managing Information Tools & Technology	Develop competencies in technology imperative for effective delivery of library services.	Library Administrators, Human Resource Management Officer, Librarians	Participate in hands-on training/ workshops on ICT (Core Email, Core Hardware, Core Internet, Core Operating System, Core Software Applications, Core Web Tools, Core Applications of Information Tools and Technologies	Once a year	P4,000	Library Budget or Personal funds
Managing Information Organization	Design a scheme for effective management of the library.	Library Administrators, Human Resource Management Officer, Librarians	Collaborate with other libraries, coordinate with administration, attendance to Management seminars/ trainings on topics about Strategic Planning, Financial Management, Research, Personnel Management, Public Relations, Networking, and Facilities Management.	Once a year	P3,000	Library Budget or Personal funds

4.0 Conclusion

Most SUC librarians in Region 3 are primarily female, aged 22 to 43. They possess a Master of Library and Information Science degree, the preferred qualification for academic libraries. These librarians are registered professionals who have been in the field for 1 to 10 years and hold Section Head positions. Most have participated in 1 to 5 training sessions and have earned at least 1 – 10 CPD credit units over the past three years. They self-assess their competencies in personal and professional domains, and they are proficient, according to the National Competency-Based Standards for Filipino Librarians (NCBS-FL).

The professional ethics upheld by librarians are held in high regard. Regarding Personal Competencies, librarians scored highest in Managing Information Resources, particularly in the subdomain of Cataloging. Conversely, their lowest score was in Managing Information Tools and Technology, specifically in the subdomain of Operating Systems. SUC librarians perceive themselves as having achieved a Proficient Level of competence concerning the Desired Minimum Professional Competencies outlined in the Philippine Qualifications Framework for Librarians (PQF-L), with Cataloging and Classification being their strongest areas of expertise. They are at the Developing Level for Advanced Professional Competencies, with Specialized Librarianship Practice identified as their weakest area.

Through Continuing Professional Development (CPD) activities, SUC librarians have advanced to a Proficient Level in the competencies defined by the PQF-L. The most significant impact of CPD activities has been in Cataloging and Classification, while the least impact has been observed in the Information Technology domain. Moreover, CPD programs have contributed the least to developing Advanced Professional Competencies in the PQF-L, especially within Specialized Librarianship Practice. SUC librarians acknowledge the importance of CPD programs in enhancing their competencies and recognize the role of the Philippine Qualifications Framework for Librarians in promoting the global competitiveness of Filipino librarians. However, they face challenges in attending seminars and training required to fulfill the CPD credit units necessary for renewing their professional licenses. Among the challenges cited are budget constraints, understaffing in libraries, and lack of support from administrators. A proposed continuing professional development plan for SUC librarians, based on the National

Competency-Based Standards for Filipino Librarians (NCBS-FL), aims to help them achieve the highest level of competency (advanced level). This plan focuses on improving competencies that have been identified as lower and in need of enhancement.

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