

Career Progression as Predictor on Job Satisfaction of Academic Librarians in the Bicol Region, Philippines

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Originality 100% • Grammar Check: 98% • Plagiarism: 0%

ABSTRACT

Article history:

Received: 17 Sept 2023

Revised: 25 March 2024

Accepted: 10 Apr 2024

Published: 28 Jun 2024

Keywords — career progression, academic librarians, job satisfaction, predictor, bicol college, mixed methods, policy development, philippines

Career progression is an employee's professional development that provides security, satisfaction, and a sense of professional fulfillment. This study determines the effect of career progression as a predictor of job satisfaction for academic librarians in the Bicol Region. Specifically, this aims to determine the respondent's personal, professional, and employment profile; level of job satisfaction in terms of career progression, work motivation, working environment, fair compensation, job security, and administrative support; the significant difference in the level of job satisfaction and the perceived challenges and opportunities encountered as they progress in their career. This study utilizes a convergent parallel mixed method with 113 respondents, comprising 63 from private HEIs and 50 from public libraries, including SUCs and LUCs. Findings revealed that school administrators gave career progression due importance. Good working environment was provided; however, the compensation package



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is not that attractive compared to Public HEIs. Lack of administrative support was observed; hence, it was recommended that School Administrators, would show commitment towards the improvement/advancement of libraries through enough funding. Librarians may also seek sponsorship/scholarships to improve their education and training. However, well-planned policies and conditions for these benefits could be articulated in the personnel and library administrative manual. Likewise, Human Resource Managers may consider calibrating the compensation and benefits of librarians to be at par with the faculty in compliance with the equivalency of librarians to teachers.

INTRODUCTION

Career progression is essential for employee development, helping them achieve security, satisfaction, and professional fulfillment. It includes title advancements, skill improvements, and compensation enhancements, providing a roadmap for career growth that fosters loyalty and purpose among employees (Personio, 2024). Career progression involves moving towards higher qualifications, job titles, or positions, including climbing the corporate ladder and accepting more challenging responsibilities (Bigelow, 2024; Cambridge University Press, n.d.; Vicente, 2020). David (2019) emphasizes the need for librarians to have clear career plans accompanied by hard work, commitment, and continuous professional development.

Republic Acts 10912, 10968, and 9246 promote and upgrade the practice of Librarianship in the Philippines, enhancing professional competencies and aligning with international standards. The ASEAN aims to strengthen economic integration and influence librarianship through human resource development and professional qualification recognition. Filipino librarians should focus on advancing research and developing professional competencies (Duguil et al., 2023; Esposito-Betan et al., 2015). However, ASEAN LIS education inadequately integrates diversity and inclusion, which are necessary for developing cultural competencies (Maestro et al., 2018).

Librarianship is a lifelong career requiring continuous skill updates and new opportunities. Despite the challenges, librarians must persevere and may need to change jobs or employers for promotion (American Library Association, n.d.). The profession is crucial for national development, supporting education and literacy (Ashikuzzaman, 2023). Librarianship requires specialized knowledge and skills, and professional organizations strive to elevate the profession's status (LISBDNETWORK, 2021). The role of data librarians is emerging, requiring specialized skills and experience, though the American Library Association has not yet developed a core competencies framework (Khan & Du, 2018).

In Japan, librarian positions are limited, and many libraries use dispatch companies for staffing (Okada, 2020). In Indonesia, becoming a librarian involves specific training and qualifications, with the National Library providing special

training programs (Zen, 2017). In Singapore and the Philippines, librarians need advanced degrees and licenses, while in other ASEAN countries, requirements vary (Esposito-Betan et al., 2015). The Philippines requires CPD compliance for professionals, including librarians, and mandates a standard curriculum for Library and Information Science (LIS) programs. Despite a shortage of librarians, the profession must be regulated to ensure quality (Adel, 2020; David, 2020).

HEIs are encouraged to offer LIS programs and produce more licensed librarians to address this shortage. Educational institutions must follow library standards, ensuring qualified librarians. The shortage of professional librarians is a pressing issue, with many institutions unable to meet staffing requirements (Ramos et al., 2013; David, 2020). Despite the challenges, including a low number of graduates and exam passers, efforts are being made to encourage more students to pursue LIS programs (Lascano, 2021; Philstar.com, 2020). Librarians are in high demand due to the need to navigate vast information resources. Vacant positions are frequently advertised, and there are significant challenges in compliance with library laws and standards, particularly in public libraries (Tuble & Bayoneta, 2019). Despite government mandates and standards, institutions struggle to meet librarian requirements due to the profession's shortage.

Job satisfaction for librarians is influenced by various factors, including work environment, leadership, pay, diversity, workload, and recognition (Martin, 2020). This study aims to provide insights into LIS education, recruitment, and career progression, focusing on the Bicol Region's academic librarians and the impact of career progression on job satisfaction.

FRAMEWORK

Career progression as a predictor of job satisfaction of Academic Librarians in the Bicol Region Philippines focuses on the career path and job satisfaction of academic Librarians working in Public and Private HEIs. This study will help improve institutional performance, employee productivity, career-oriented staff, improved working conditions, and a valuable guide for policy formulation. These attributes are essential factors that will ensure the employees' satisfaction, stay engaged and committed to the institution, and become more productive in their workplace. Furthermore, awareness of the challenges and opportunities experienced by the librarians would help motivate librarians to pursue their career goals and provide an employer with a clear vision for identifying interventions to help maintain the employee's commitment to the institution.

OBJECTIVES OF THE STUDY

This study was conducted to determine the respondent's personal, professional, and employment profile level of job satisfaction of Academic librarians in the Bicol Region in terms of career progression, work motivation,

working environment, fair compensation, job security, and administrative support; the significant difference on the level of job satisfaction of Academic Librarians among public and private libraries; identify perceived challenges and opportunities encountered by Academic Librarians in their attempt to progress in their career and create a Career Development Program for Librarians.

METHODOLOGY

Research Design

This study uses a convergent parallel mixed method technique to triangulate and validate findings by comparing quantitative statistical results with qualitative insights. Quantitative methods address the first three objectives, determining respondents' profiles, job satisfaction levels, and differences in job satisfaction between public and private libraries through survey questionnaires. Qualitative data collection involves structured interviews with respondents, allowing them to freely express their thoughts and provide in-depth insights. These responses help validate survey answers and address the fourth and fifth objectives. The interviews also inform the development of career programs for academic librarians. Total enumeration and purposive sampling are used in this study.

Research Site

The Bicol Region, or Region V, consists of four mainland provinces (Albay, Camarines Sur, Camarines Norte, and Sorsogon), two island provinces (Catanduanes and Masbate), and seven cities (Legazpi, Naga, Iriga, Tabaco, Ligao, Sorsogon, and Masbate). It has 135 higher education institutions (HEIs), according to finduniversity.com. The study focused on colleges and universities in the region with professional librarians. Due to the scarcity of librarians, most prefer to work in government libraries, including Local Colleges and Universities (LCUs) and State Universities and Colleges (SUCs). Private Higher Education Institutions (PHEIs) face challenges in recruiting and retaining librarians, leading to non-compliance with CHED Library Standards. This scarcity is a national issue, as educational institutions cannot operate without qualified librarians.

Participants

The study involved licensed librarians from private and public Higher Education Institutions (HEIs) in the Bicol Region. Participants were required to hold a Certificate of Registration and a valid Professional Identification Card issued by the Professional Regulation Commission, as mandated by RA 9246 (Philippine Librarianship Act of 2003). Non-licensed library staff, librarians from elementary and secondary schools, municipal and provincial libraries, and special libraries were excluded. The study had 113 respondents: 63 from private HEIs and 50 from public libraries, including State Universities and Colleges

(SUCs) and Local Colleges and Universities (LUCs).

Data Collection

To gather data, the researcher first defended the study's title and, upon approval, identified target respondents from private and government educational institutions in the Bicol Region. The researcher sought endorsement from CHED to conduct the study in HEIs and obtained a list of librarians from the Philippine Librarians Association Inc. – Bicol Region Librarians Council (PLAI-BRLC). Permission requests were sent to school administrators via email, and upon receiving approval, the researcher coordinated with librarians to schedule interviews and administer questionnaires. Personal visits were made to nearby institutions, while questionnaires were emailed or sent via Google Form to those in other municipalities and provinces due to IATF restrictions. Data from 113 respondents were collected and analyzed using statistical tools for the quantitative portion, while qualitative data from structured interviews with six selected respondents were used to develop career development plans. The researcher then analyzed the data, drew implications, and provided findings, conclusions, and recommendations.

Instrumentation

The study gathered primary data from public and private academic librarians in the Bicol Region using a survey questionnaire and interview questions formulated by the researcher. These instruments were reviewed and refined based on feedback from a research professor, adviser, and validation panel. A dry run was conducted with provincial libraries and retired university librarians, who were not part of the study's respondents. For reliability Cronbach Alpha was used with the result of 0.742 for Career Progression, 0.732 for Work Motivation, 0.780 for Working Environment, 0.810 for Fair Compensation, 0.746 for Job Security, and 0.758 for Administrative Support. The final research instrument comprised three parts: the first part focused on the respondent's profile, the second part assessed job satisfaction across various factors such as career progression, work motivation, working environment, fair compensation, job security, and administrative support using a Likert scale, and the third part included an open-ended question for respondents to express opinions and identify challenges in career progression. The responses were used to develop a career development program for librarians to guide and motivate them in their career paths.

Research Ethics Protocol

To facilitate the extraction of the data from the respondents, a thorough explanation of the purpose of the study was first given so that they would become aware and have no inhibitions in answering the interview and the questionnaire. The researcher assured all the respondents of data privacy, emphasizing that the

data gathered from them would be used for this research only.

Statistical Analysis

To ensure the validity and reliability of the gathered data, the researcher employed frequency counts to tally responses and establish percentages based on these frequencies. For objectives 1 and 2, which focused on assessing levels of satisfaction among respondents, frequency counts and weighted mean calculations were utilized. The four-point Likert scale enabled a nuanced understanding of satisfaction levels, where scores were categorized as Extremely Satisfied (3.50-4.00), Satisfied (2.50-3.49), Slightly Satisfied (1.50-2.49), and Not Satisfied (1.00-1.49). A t-test was applied at a significance level of 0.05 to determine any significant differences in job satisfaction between academic librarians in private and public libraries. Qualitative data, gathered to identify challenges and opportunities in career progression, underwent analysis through frequency counts, percentages, and ranking. Responses were ranked from highest to lowest frequency, with the most frequently mentioned issues receiving the highest rank.

RESULTS AND DISCUSSION

This part presents the results and findings based on the responses provided by 113 respondents to the study.

Profile of the Respondents along (a) personal, (b) professional, and (c) employment

Data along the personal profile in terms of age of respondents in the private higher education institutions (HEIs); the data reveals that 38% of the respondents were aged 31-40, while for Public HEIs, 40% of the respondents were aged 41-50. In terms of sex or gender, 89% were female, and 25% were male respondents for private HEIs, while in SUCS and LCUS, 84% were female, and 16% were male. The data also revealed that most of the librarians in the private HEIs were aged 31-40, while those aged 41-50 in the public HEIs, and terms of gender, the majority were female librarians. These findings are supported by studies suggesting that librarians in academia are primarily aged between 31-50, with implications for workforce planning and understanding age-related impacts on job performance, such as mental abilities. The age distribution also underscores evolving dynamics in librarian demographics, with younger chief librarians noted in academia, as per research highlighting age profiles and their implications for organizational continuity and succession planning (Arlante, 2018; Bertram, 2021; Oyedipe & Popoola, 2019).

Table 1*Respondents Personal Profile*

| Personal Profile | Private HEIs | Percent (%) | Public HEIs | Percent (%) |
|------------------|--------------|-------------|-------------|-------------|
| Age | | | | |
| 21-30 | 16 | 25 | 10 | 20 |
| 31- 40 | 24 | 38 | 18 | 36 |
| 41-50 | 8 | 13 | 20 | 40 |
| 51-60 | 6 | 10 | 2 | 2 |
| 61- 65 | 1 | 2 | 0 | 0 |
| 65 and above | 8 | 13 | 0 | 0 |
| Sex | | | | |
| Male | 7 | 25 | 8 | 16 |
| Female | 56 | 89 | 42 | 84 |

In terms of gender, data reveals that the majority of Academic librarians were female. Therefore, Librarianship is a female-dominated profession. The data shows that academic librarianship is predominantly female, aligning with Bertram (2021) and Mars (2018), who emphasize its status as a feminized profession in academia and the Philippines, respectively. Marasinghe and Wijayaratne (2018) highlight a notable difference in job satisfaction between male and female university librarians in supervision roles, while overall satisfaction levels are equal. They suggest that equal treatment across genders could enhance job satisfaction among all university librarians.

Table 2

Respondents Professional Profile

| Professional Profile | Private HEIs | Percent(%) | Public HEIs | Percent(%) |
|--------------------------------|--------------|------------|-------------|------------|
| Highest Educational Attainment | | | | |
| Baccalaureate Degree | 47 | 75 | 27 | 54 |
| Master’s Degree | 14 | 22 | 22 | 44 |
| Doctoral Degree | 2 | 3 | 1 | 2 |
| Licensed Librarian | 63 | 100 | 50 | 100 |

The data on academic librarians’ professional profiles indicates that a significant majority, 75%, hold baccalaureate degrees, with 22% possessing Master’s degrees and 3% Doctoral degrees. This distribution differs somewhat in public HEIs, where 54% hold baccalaureate degrees, 44% have Master’s degrees, and 2% hold Doctoral degrees. Importantly, all librarians in both private and public HEIs are licensed professionals. The findings suggest that academic librarians are committed to lifelong learning, with 44% pursuing Master’s degrees and 2% aiming for Doctoral degrees, reflecting a dedication to career advancement and improving professional competencies. This emphasis on education is supported by Hodgman (2018) and Ogar and Atanda (2021), who highlight the role of ongoing education and training in enhancing job performance, productivity, and career progression among librarians.

Table 3*Respondents' Employment Profile*

| Employment Profile | Private HEIs | Percent (%) | Public HEIs | Percent (%) |
|---|--------------|-------------|-------------|-------------|
| Present Position | | | | |
| Library Director | 2 | 3 | 0 | 0 |
| University Librarian | 0 | 0 | 0 | 0 |
| Chief Librarian | 3 | 5 | 0 | 0 |
| College Librarian III | 0 | 0 | 1 | 2 |
| College Librarian | 6 | 10 | 14 | 28 |
| Librarian | 48 | 76 | 33 | 66 |
| Librarian III | 3 | 5 | 1 | 2 |
| Consultant | 1 | 2 | 0 | 0 |
| | 0 | 0 | 1 | 2 |
| Job order | | | | |
| Length of Service in the Institution on Previous Job | | | | |
| 0-5 years | 41 | 65 | 28 | 56 |
| 6-10 years | 4 | 6 | 15 | 30 |
| 11-15 years | 2 | 3 | 4 | 8 |
| 16-20 years | 2 | 3 | 2 | 4 |
| 21 years and above | 14 | 22 | 1 | 2 |
| Salary Scale in Previous Job | | | | |

| | | | | |
|---|----|----|----|----|
| 10,000 & below | 19 | 30 | 0 | 0 |
| 11,000.00 - 20,000.00 | 30 | 48 | 16 | 32 |
| 21,000,00 – 30,000.00 | 5 | 8 | 28 | 56 |
| 31,000.00 – 40,000.00 | 9 | 14 | 5 | 10 |
| 41,000.00 – 50,000.00 | | | 1 | 2 |
| 51, 000.00 above | | | | |
| Length of Service in Present Job | | | | |
| 0-5 years | 47 | 75 | 22 | 44 |
| 6-10 years | 3 | 5 | 11 | 22 |
| 11-15 years | 2 | 3 | 13 | 26 |
| 16-20 years | 4 | 6 | 1 | 2 |
| 21 years and above | 7 | 11 | 3 | 6 |
| Salary Scale in Present Job | | | | |
| 10,000 & below | 5 | 8 | 0 | 0 |
| 11,000.00 - 20,000.00 | 36 | 57 | 2 | 4 |
| 21,000,00 – 30,000.00 | 16 | 25 | 42 | 84 |
| 31,000.00 – 40,000.00 | 6 | 10 | 4 | 8 |
| 41,000.00 and Above | 0 | 0 | 2 | 4 |

The employment profile of academic librarians reveals that the majority hold the position of Librarian, comprising 76% in private HEIs and 66% in public HEIs, indicating a predominance of entry-level roles. Both private and public HEIs show librarians typically staying in their positions for 0-5 years. Salary scales differ significantly, with most librarians in private HEIs earning between 11,000.00-20,000.00, compared to 21,000.00-30,000.00 in public HEIs, highlighting a disparity that often motivates librarians to transfer to public institutions for better compensation and benefits. This trend suggests that private HEIs serve as training grounds, with librarians seeking advancement opportunities and improved work conditions in public HEIs. Salary is identified as a crucial factor influencing job satisfaction, aligning with studies by Dorado (2024), Jahangiri (2020), and Nzelum (2019), emphasizing the importance of compensation and benefits in enhancing employee motivation and commitment to organizational goals.

Level of Job Satisfaction of Academic Librarians in the Bicol Region in terms of (a) career progression, (b) work motivation, (c) working environment, (d) fair compensation, (e) job security, (f) administrative support, and (g) indicators of career progression

Career progression will allow employees to grow, expand their horizons, and develop their knowledge and competencies to the maximum possible extent for the benefit of both the employee and the organization (Thwin et al., 2023). It has been one of the objectives of almost all employees; hence, everyone deserves to progress in their career. It can be attained through promotion, which means moving from one rank on a career path to another (Rothwell et al., 2015). Career progression was perceived as satisfactory by the academic librarians in the private and public HEIs in the Bicol Region. Data in Table 4 reveals that among the indicators, a clear understanding of career path and career plan got the highest weighted mean of 2.95 for private HEIs and 3.50 for public HEIs. Generally, Academic librarians among private and public HEIs perceived career progression as satisfactory, with an overall weighted mean of 2.83 and 3.42, respectively. It indicates that the school administrators gave career progression due importance.

Table 4

Level of Job Satisfaction of Librarians in terms of Career Progression

| Career Progression | Private | | | | | | Public | | | | | | | |
|--|---------------------------------------|----|----|---|------|-----------|-------------------------------------|----|----|---|------|-----------|------|-----------|
| | 4 | 3 | 2 | 1 | WM | AI | 4 | 3 | 2 | 1 | WM | AI | | |
| 1.Clear understanding of career path and career plan | 12 | 38 | 12 | 1 | 2.97 | Satisfied | 31 | 13 | 6 | 0 | 3.50 | Satisfied | | |
| 2.Attendance to training and workshop | 12 | 35 | 16 | 0 | 2.94 | Satisfied | 29 | 17 | 4 | 0 | 3.50 | Satisfied | | |
| 3. Provision of scholarship | 6 | 34 | 20 | 3 | 2.68 | Satisfied | 24 | 18 | 7 | 1 | 3.50 | Satisfied | | |
| 4. Membership in Professional organizations | 9 | 31 | 23 | 0 | 2.78 | Satisfied | 25 | 15 | 10 | 0 | 3.30 | Satisfied | | |
| 5. Involvement in Leadership and development planning activities | 7 | 38 | 18 | 0 | 2.83 | Satisfied | 23 | 21 | 5 | 1 | 3.32 | Satisfied | | |
| Overall Mean | | | | | | 2.84 | Satisfied | | | | | | 3.38 | Satisfied |
| <i>Legend: Range</i> | <i>Adjectival Interpretation</i> | | | | | | | | | | | | | |
| | 3.50- 4.00 <i>Extremely Satisfied</i> | | | | | | 1.50-2.49 <i>Slightly Satisfied</i> | | | | | | | |
| | 2.50- 3.49 <i>Satisfied</i> | | | | | | 1.00 -1.49 <i>Not Satisfied</i> | | | | | | | |

Work Motivation leads to increased productivity, which plays a vital role in changing the employees’ attitude in the organization (Huang, 2021). The data from Table 5 highlights the job satisfaction and work motivation between academic librarians in private and public Higher Education Institutions (HEIs). In private HEIs, librarians showed satisfaction with a variety of tasks and encouragement (2.73), with lower ratings for advancement opportunities (2.65) and workload (2.40). Conversely, public HEI librarians exhibited higher satisfaction in achievement (3.44) and encouragement (3.42), with lower satisfaction in advancement opportunities (3.20). The overall weighted mean for work motivation was higher in public HEIs (3.33) compared to private HEIs (2.62), indicating a higher level of job satisfaction among public HEI librarians. Despite this, private academic librarians remain motivated, reflecting their strong work ethics and service-oriented approach within the profession.

Table 5

Level of Job Satisfaction of Librarians in terms of Work Motivation

| Work Motivation | Private | | | | | | Public | | | | | | |
|---|----------------|---------------------------------------|----|---|------|--------------------|----------------|-------------------------------------|----|---|------|-----------|--|
| | 4 | 3 | 2 | 1 | WM | AI | 4 | 3 | 2 | 1 | WM | AI | |
| 1. Feeling achievement on the job | 3 | 7.5 | 24 | 2 | 2.60 | Satisfied | 28 | 17 | 4 | 1 | 3.44 | Satisfied | |
| 2. Variety of occupational task | 6 | 38 | 16 | 2 | 2.73 | Satisfied | 26 | 17 | 6 | 1 | 3.36 | Satisfied | |
| 3. Opportunities for advancement/ Promotion | 6 | 33 | 22 | 3 | 2.65 | Satisfied | 22 | 17 | 10 | 1 | 3.20 | Satisfied | |
| 4. Workload and work assignment | 2 | 25 | 32 | 4 | 2.40 | Slightly Satisfied | 22 | 20 | 6 | 2 | 3.24 | Satisfied | |
| 5. Encouragement for doing a good job | 11 | 30 | 16 | 6 | 2.73 | Satisfied | 29 | 14 | 6 | 1 | 3.42 | Satisfied | |
| Overall Mean | 2.62 Satisfied | | | | | | 3.33 Satisfied | | | | | | |
| <i>Legend:</i> | <i>Range</i> | <i>Adjectival Interpretation</i> | | | | | | | | | | | |
| | | 3.50- 4.00 <i>Extremely Satisfied</i> | | | | | | 1.50-2.49 <i>Slightly Satisfied</i> | | | | | |
| | | 2.50- 3.49 <i>Satisfied</i> | | | | | | 1.00 -1.49 <i>Not Satisfied</i> | | | | | |

Table 6 presents job satisfaction among librarians in private and public HEIs concerning their working environment. Librarians in private HEIs have an overall weighted mean of 2.94, indicating satisfaction, with the highest satisfaction scores in interaction with clients (3.29), interaction/relation with peers (3.10), opportunities for collegiate interaction within the department (2.95), and provision of functional office and communication facilities (2.68). Public HEIs show higher overall satisfaction with a weighted mean of 3.48, with the highest scores in interaction with clients (3.58), interaction/relation with peers (3.54), opportunities for collegiate interaction within the department (3.50), provision of functional office (3.46), and communication facilities (3.32). Despite the lower scores in private HEIs, both sectors report satisfaction, which is attributed to

academic library standards meeting CHED requirements. Librarianship’s service-oriented nature, emphasizing client interaction, contributes to this satisfaction. These findings align with research by Ademola and Amina (2020), highlighting high motivation and career commitment among librarians, and Herry (2023), noting that a conducive working environment boosts employee performance. Overall, academic librarians in both private and public HEIs find their working environment satisfactory, with client interaction and collegiate opportunities being significant satisfaction factors.

Table 6

Level of Job Satisfaction of Librarians in terms of Working Environment

| Work Environment | Private | | | | | | Public | | | | | | | |
|---|----------------------------------|----|----|---|------|--------------------|------------------------------|----|---|---|------|-----------|------|-----------|
| | 4 | 3 | 2 | 1 | WM | AI | 4 | 3 | 2 | 1 | WM | AI | | |
| 1.Provision of functional office | 11 | 27 | 19 | 6 | 2.68 | Satisfied | 29 | 15 | 6 | 0 | 3.46 | Satisfied | | |
| 2.Communication Facilities | 10 | 30 | 16 | 7 | 2.68 | Satisfied | 23 | 20 | 7 | 0 | 3.32 | Satisfied | | |
| 3. Interaction/ relation with peers | 16 | 37 | 10 | 0 | 3.10 | Slightly Satisfied | 27 | 23 | 0 | 0 | 3.54 | Satisfied | | |
| 4. Opportunities for collegiate interaction within the department | 17 | 28 | 17 | 0 | 2.95 | Satisfied | 25 | 25 | 0 | 0 | 3.50 | Satisfied | | |
| 5. Interaction with clients | 26 | 29 | 8 | 0 | 3.29 | Satisfied | 29 | 21 | 0 | 0 | 3.58 | Satisfied | | |
| Overall Mean | | | | | | 2.94 | | | | | | Satisfied | 3.48 | Satisfied |
| <i>Legend: Range</i> | <i>Adjectival Interpretation</i> | | | | | | | | | | | | | |
| | 3.50- 4.00 Extremely Satisfied | | | | | | 1.50-2.49 Slightly Satisfied | | | | | | | |
| | 2.50- 3.49 Satisfied | | | | | | 1.00 -1.49 Not Satisfied | | | | | | | |

Petre et al. (2019) highlighted that librarians uphold values such as service orientation, open communication, mutual respect, continuous learning, and knowledge sharing in their work. As a service-oriented profession, librarians work to benefit their clients, with fair compensation being crucial for recruitment, retention, morale, and performance. Table 7 shows that librarians in private HEIs were slightly satisfied with fair compensation, having a mean of 2.30, while those in public HEIs were satisfied with a mean of 3.41. In private HEIs, the highest satisfaction was with the flexibility to arrange work schedules (2.52), followed by fringe benefits and salaries (2.33), opportunities for extra financial

income (2.19), and rewards for excellent performance (2.17). The overall mean for private HEIs was 2.31, indicating slight satisfaction. For public HEIs, the highest satisfaction was with fringe benefits (3.52), followed by salaries (3.50), work schedule flexibility (3.48), opportunities for extra income (3.36), and rewards for excellent performance (3.20). The overall mean for public HEIs was 3.41, indicating satisfaction. This suggests that compensation in private HEIs is less attractive, prompting many librarians to move to public HEIs with better salary and compensation packages. Private institutions should consider matching public HEI compensation levels to attract and retain qualified employees. Fair compensation is essential for meeting financial needs and ensuring a high quality of work life, as emphasized by Jahangiri (2020).

Table 7

Level of Job Satisfaction of Librarians in terms of Fair Compensation

| Fair Compensation | Private | | | | | | Public | | | | | | | | | | | |
|---|---------------------------------------|----|----|----|------|--------------------|------------------|----|---|---------------------------|------|-----------|---------------------------------|-----------|--|--|--|--|
| | 4 | 3 | 2 | 1 | WM | AI | 4 | 3 | 2 | 1 | WM | AI | | | | | | |
| 1.Fringe Benefits | 1 | 28 | 25 | 9 | 2.33 | Slightly Satisfied | 30 | 16 | 4 | 0 | 3.52 | Satisfied | | | | | | |
| 2.Salary is comparable to other institution | 3 | 23 | 29 | 8 | 2.33 | Slightly Satisfied | 26 | 23 | 1 | 0 | 3.50 | Satisfied | | | | | | |
| 3. Flexibility to arrange work schedule | 6 | 28 | 21 | 8 | 2.51 | Slightly Satisfied | 25 | 24 | 1 | 0 | 3.48 | Satisfied | | | | | | |
| 4. Opportunities to attain extra financial income | 2 | 24 | 21 | 16 | 2.19 | Slightly Satisfied | 22 | 24 | 4 | 0 | 3.36 | Satisfied | | | | | | |
| 5. Rewards for an excellent | 3 | 22 | 21 | 17 | 2.17 | Slightly Satisfied | 16 | 28 | 6 | 0 | 3.20 | Satisfied | | | | | | |
| Overall Mean | | | | | | 2.31 | | | | | | Satisfied | 3.41 | Satisfied | | | | |
| <i>Legend: Range</i> | <i>Adjectival Interpretation</i> | | | | | | | | | | | | | | | | | |
| | <i>3.50- 4.00 Extremely Satisfied</i> | | | | | | <i>1.50-2.49</i> | | | <i>Slightly Satisfied</i> | | | <i>1.00 -1.49 Nor Satisfied</i> | | | | | |
| | <i>2.50- 3.49 Satisfied</i> | | | | | | | | | | | | | | | | | |

Data in Table 8 shows that librarians in private HEIs perceive job security as slightly satisfied, with a mean of 1.91, while those in public HEIs are satisfied, with a mean of 3.22. In private HEIs, the highest satisfaction scores were for fair human resource management practices and the profession providing security of tenure (2.06). The lowest scores were for ranking (1.81) and labor unions (1.73). In public HEIs, the profession providing security of tenure scored highest (3.50), followed by employee performance evaluation and fair human resource management practices (3.34), and ranking and labor unions (3.30). The overall mean for private HEIs was 1.92, indicating slight satisfaction, whereas public HEIs had a mean of 3.36, indicating satisfaction. This suggests that private HEIs have lower job security satisfaction compared to public HEIs. The lowest scores for job security indicators in private HEIs, particularly ranking and labor unions, imply a lack of prioritization in promotions, which are crucial for professional growth and satisfaction. According to Walker (2019), standard criteria for promotion include professional performance, service, collaboration, and continuous professional development. CHED standards expect librarians to hold tenure-track positions similar to teaching staff, but the ranking is less implemented for librarians. This leads many public HEI librarians to prefer faculty positions due to more frequent promotions. Holley (2020) notes that a lack of promotion opportunities can cause job dissatisfaction and lower morale, as promotions typically involve increased responsibilities and performance expectations.

Table 8

Level of Job Satisfaction of Librarians in Terms of Job Security

| Job Security | Private | | | | | | Public | | | | | |
|--|---------|----|----|----|------|--------------------|--------|----|---|---|------|-----------|
| | 4 | 3 | 2 | 1 | WM | AI | 4 | 3 | 2 | 1 | WM | AI |
| 1.Ranking was implemented | 2 | 13 | 19 | 29 | 1.81 | Slightly Satisfied | 22 | 24 | 1 | 3 | 3.30 | Satisfied |
| 2.Fair Human resource management practices | 0 | 22 | 23 | 18 | 2.06 | Slightly Satisfied | 21 | 25 | 4 | 0 | 3.34 | Satisfied |

| | | | | | | | | | | | | |
|---|---|----|----|----|------|--------------------|----|----|---|---|------|-----------|
| 3. The profession provides security of tenure | 2 | 20 | 21 | 20 | 2.06 | Slightly Satisfied | 29 | 18 | 2 | 1 | 3.50 | Satisfied |
| 4. Labor Unions | 2 | 11 | 18 | 32 | 1.73 | Slightly Satisfied | 21 | 25 | 2 | 2 | 3.30 | Satisfied |
| 5. Employee performance evaluation | 1 | 18 | 19 | 25 | 1.92 | Slightly Satisfied | 20 | 28 | 1 | 1 | 3.34 | Satisfied |
| Overall Mean | | | | | 1.92 | Slightly Satisfied | | | | | 3.36 | Satisfied |

Legend: Range Adjectival Interpretation

| | | | |
|-------------------|----------------------------|-------------------|---------------------------|
| <i>3.50- 4.00</i> | <i>Extremely Satisfied</i> | <i>1.50-2.49</i> | <i>Slightly Satisfied</i> |
| <i>2.50- 3.49</i> | <i>Satisfied</i> | <i>1.00 -1.49</i> | <i>Not Satisfied</i> |

Table 9 examines the job satisfaction of librarians regarding administrative support. In private HEIs, librarians are slightly satisfied, with an overall weighted mean of 2.26. The highest satisfaction scores were for training on the job (2.46), views and opinions on the job being valued (2.37), and involvement in management planning activities (2.35). The lowest scores were for freedom to make decisions (2.33) and having a sufficient number of librarians and staff (1.81). Public HEIs showed higher satisfaction, with an overall weighted mean of 3.05. The highest scores were for job training (3.18), involvement in management planning (3.14), and views and opinions being valued (3.10). The lowest scores were for decision-making freedom (3.08) and staff sufficiency (2.74). The data indicates that private HEI librarians are only slightly satisfied with administrative support, while public HEI librarians are generally satisfied. Administrative support is crucial for employee morale, motivation, and performance, as noted by Zhenjing et al. (2022). Insufficient support can lead to

frustration and reduced productivity (The Toggle Team, 2024). Both sectors face issues with staffing, which is essential for effective library operations. A shortage of professional staff can cause stress, burnout, and professional isolation among solo librarians (Macasaet, 2020; Poloski, 2018). Despite these challenges, some librarians remain motivated due to their independence and familiarity with their work. The shortage of licensed librarians, highlighted by Ramos et al. (2013), is significant. CHED revised its standards to address this, requiring at least one full-time licensed librarian and support staff for populations up to 1,000 and additional staff for larger populations (CHED CMO NO. 22, s 2021).

Table 9

Level of Job Satisfaction of Librarians in terms of Administrative Support

| Administrative Support | Private | | | | | | Public | | | | | | |
|--|--------------|----------------------------------|----|----|------|--------------------|--------|------------------------------|----|---|------|-----------|--|
| | 4 | 3 | 2 | 1 | WM | AI | 4 | 3 | 2 | 1 | WM | AI | |
| 1. Sufficient number of librarians and library staff | 0 | 16 | 19 | 28 | 1.81 | Slightly Satisfied | 9 | 25 | 10 | 6 | 2.74 | Satisfied | |
| 2. Freedom to make decisions in performing the duties and responsibilities | 2 | 25 | 28 | 8 | 2.33 | Slightly Satisfied | 16 | 25 | 9 | 0 | 3.14 | Satisfied | |
| 3. Views and opinions on the job are valued | 3 | 26 | 25 | 9 | 2.37 | Slightly Satisfied | 15 | 25 | 10 | 0 | 3.10 | Satisfied | |
| 4. Training on the job for improvement | 8 | 26 | 16 | 13 | 2.46 | Slightly Satisfied | 18 | 18 | 14 | 0 | 3.08 | Satisfied | |
| 5. Involvement in management planning activities | 6 | 29 | 9 | 19 | 2.35 | Slightly Satisfied | 18 | 23 | 9 | 0 | 3.18 | Satisfied | |
| Overall Mean | | | | | 2.26 | Slightly Satisfied | | | | | 3.05 | Satisfied | |
| <i>Legend:</i> | <i>Range</i> | <i>Adjectival Interpretation</i> | | | | | | | | | | | |
| | | 3.50- 4.00 Extremely Satisfied | | | | | | 1.50-2.49 Slightly Satisfied | | | | | |
| | | 2.50- 3.49 Satisfied | | | | | | 1.00 -1.49 Not Satisfied | | | | | |

Career progression allows employees to grow, expand their horizons, and develop knowledge and competencies, benefiting both employees and organizations. A career development program helps employees understand aspirations, assess skills, and set realistic goals. According to Ogar and Atanda (2021), career progression involves moving through the stages of a career via

promotion.

Table 10 shows that in private HEIs, the highest-weighted means for career progression were qualifications (2.68), training (2.37), and professional development (2.35), with the lowest being recognition (2.16), status/rank, and promotion (both 2.00), resulting in an overall mean of 2.26, indicating slight satisfaction. In public HEIs, the highest means were training (3.20), qualifications (3.18), professional development (3.16), and recognition (3.04), with status/rank and promotion following (3.00 and 2.92), leading to an overall mean of 3.08, indicating satisfaction.

These findings suggest that public HEI librarians experience more career progression benefits than those in private HEIs, possibly due to better compensation, benefits, scholarships, study leave, training, and seminars. Limited career progression in private HEIs may drive librarians to seek employment in public HEIs, where they see better growth opportunities (Musonda, 2020).

Slow career progression impacts employee well-being, motivation, and engagement, potentially leading to attrition. To attract and retain talent, HR should commit to professional development, even when raises are not feasible. Some private institutions offer scholarships and training to foster loyalty. Ogar et al. (2021) emphasize the importance of continuing education and training for enhancing innovation, creativity, and performance.

University administration should encourage ongoing education, in-service training, workshops, seminars, and study leave to improve performance. Factors affecting librarian motivation include good salary, promotion, and work achievement (Musonda, 2020). Ultimately, while individuals are responsible for their career progression, library management plays a crucial role by providing motivational factors such as promotion, advancement, growth, and increased responsibilities.

Table 10

Indicators of Career Progression

| Indicators of Career Progression | Private | | | | | | Public | | | | | |
|----------------------------------|---------|----|----|----|------|--------------------|--------|----|----|---|------|-----------|
| | 4 | 3 | 2 | 1 | WM | AI | 4 | 3 | 2 | 1 | WM | AI |
| 1.Promotion | 2 | 21 | 15 | 25 | 2.00 | Slightly Satisfied | 13 | 21 | 15 | 1 | 2.92 | Satisfied |
| 2.Status/Rank | 3 | 19 | 16 | 25 | 2.00 | Slightly Satisfied | 16 | 19 | 14 | 1 | 3.00 | Satisfied |
| 3. Recognition | 5 | 21 | 17 | 19 | 2.16 | Slightly Satisfied | 14 | 24 | 12 | 0 | 3.04 | Satisfied |

| | | | | | | | | | | | | |
|-----------------------------|----|----|----|----|------|--------------------|----|----|---|---|------|-----------|
| 4. Qualifications | 10 | 23 | 30 | 0 | 2.68 | Slightly Satisfied | 17 | 25 | 8 | 0 | 3.18 | Satisfied |
| 5. Trainings | 6 | 25 | 18 | 14 | 2.37 | Slightly Satisfied | 18 | 24 | 8 | 0 | 3.20 | Satisfied |
| 6. Professional Development | 8 | 21 | 19 | 15 | 2.35 | Slightly Satisfied | 16 | 26 | 8 | 0 | 3.16 | Satisfied |
| Overall Mean | | | | | 2.26 | Slightly Satisfied | | | | | 3.08 | Satisfied |

| | | |
|----------------|--------------|----------------------------------|
| <i>Legend:</i> | <i>Range</i> | <i>Adjectival Interpretation</i> |
| | 3.50- 4.00 | <i>Extremely Satisfied</i> |
| | 2.50- 3.49 | <i>Satisfied</i> |
| | 1.50-2.49 | <i>Slightly Satisfied</i> |
| | 1.00 -1.49 | <i>Not Satisfied</i> |

Significant Difference in the Level of Job Satisfaction of Academic Librarians among Public and Private Libraries

Table 11 shows a significant difference in job satisfaction levels between academic librarians in private and public libraries. The t-tests for various factors, including career progression, work motivation, working environment, fair compensation, job security, and administrative support, were all more extreme in the positive direction than the critical values, leading to the rejection of the null hypothesis. This indicates that academic librarians in public libraries experience significantly higher job satisfaction compared to those in private libraries. These findings align with the earlier data from Tables 4-10, which showed that public academic librarians are generally more satisfied with most job indicators, while private HEI librarians are less satisfied. Key factors contributing to higher satisfaction in public HEIs include better salaries, compensation, and promotion opportunities. Public librarians benefit from more substantial administrative support, leading to better overall job satisfaction.

Ahmad et al. (2019) found that respondents were generally neutral to agreeable on job satisfaction, with the nature of employment being the most fulfilling aspect. The highest salaries correlated with the greatest satisfaction, and job security was crucial. There was a significant difference in satisfaction between permanent and contract workers, though employment satisfaction among paraprofessionals in both sectors was similar. In conclusion, the data underscores a significant disparity in job satisfaction between academic librarians in public and private libraries. Public HEI librarians report higher satisfaction levels due to better compensation, promotion opportunities, and administrative support, while private HEI librarians face challenges that lead to lower satisfaction. These findings highlight the need for private HEIs to improve support, resources, and compensation to enhance job satisfaction for their academic librarians.

Table 11

Significant Difference on the level of Job Satisfaction among Public and Private Academic Librarians

| Indicators | t_{computed} | Df | α (.05) | t_{critical} | Decision |
|-------------------------------------|-----------------------|----|----------------|-----------------------|--------------|
| A. Career Progression | 7.63 | 8 | 5% | 2.30 | Reject H_0 |
| B. Work Motivation | 9.16 | 8 | 5% | 2.30 | Reject H_0 |
| C. Working Environment | 4.24 | 8 | 5% | 2.57 | Reject H_0 |
| D. Fair Compensation | 12.92 | 8 | 5% | 2.30 | Reject H_0 |
| E. Job Security | 19.00 | 8 | 5% | 2.44 | Reject H_0 |
| F. Administrative support | 5.6 | 8 | 5% | 2.36 | Reject H_0 |
| G. Indicators of career progression | 7.07 | 10 | 5% | 2.36 | Reject H_0 |

Perceived Challenges Encountered by Academic Librarians in Their Attempt to Progress in Their Career.

Librarians from both private and public academic libraries face significant challenges in their career progression. To better understand these challenges, head librarians from both private and public academic libraries were invited to provide their perspectives and insights through open-ended questions. Developing career awareness is crucial as it helps individuals understand long-term employment possibilities and the knowledge necessary for career progression, introducing them to various exciting career options in different industries (Cheraba, 2023; Franzoni, 2023). Private academic librarians often struggle with a lack of administrative support, limited budgets for resources and projects, and heavy workloads due to insufficient staff. They emphasize the need for more support from the academe and a prioritization of library needs to facilitate improvement.

Conversely, public academic librarians encounter slow promotion processes, mainly due to a lack of available plantilla positions and the necessity to wait for job vacancies from retirements. They also face challenges such as toxic coworkers, limited career advancement opportunities, a lack of moral support, and excessive stress. Despite these obstacles, librarians from both sectors are committed to improving their personal and professional qualifications. They actively engage in seminars, webinars, and training sessions, pursue graduate studies, and participate in professional organizations. However, some librarian's express frustration

over the lack of institutional support for their professional growth, which they perceive as a significant hindrance to their career advancement. Overall, these challenges underscore the need for greater support and resources to facilitate the career progression of academic librarians. Enhanced administrative backing, better budget allocations, improved promotion processes, and a supportive work environment are essential to overcoming these barriers and enabling librarians to excel and progress in their careers.

CONCLUSIONS

The study's findings indicate that academic librarians at public and private higher education institutions (HEIs) have quite different experiences and levels of job satisfaction. Librarians in private HEIs expressed lower satisfaction with compensation and job security compared to their counterparts in public HEIs, despite the fact that both groups were generally satisfied with their work environment and prospects for career advancement. These differences demonstrate the need for more administrative assistance and possibly greater salaries in private HEIs.

Additionally, the study found that academic librarians frequently encounter issues like overwork, a lack of resources, and a staffing shortage. However, among librarians working in private HEIs, the absence of administrative support was a greater concern than the lack of prospects for advancement brought about by the lack of plantilla jobs.

The suggested professional development program presents a viable way to address these issues. It can serve as a foundation for creating and promoting positions, especially for college librarians. The report advises school administrators to give library development first priority and to provide adequate funding and academic librarians to aggressively pursue possibilities for additional education and training. Librarian pay and perks may need to be reviewed by HR managers, and Public HEIs may think about establishing higher plantilla posts to encourage advancements.

Academic librarians can improve their abilities, productivity, and sense of fulfillment in their careers by putting these suggestions and the suggested professional development program into practice. Furthermore, it is possible to create a more encouraging and fulfilling work atmosphere, which will eventually help librarians and the organizations they represent.

TRANSLATIONAL RESEARCH

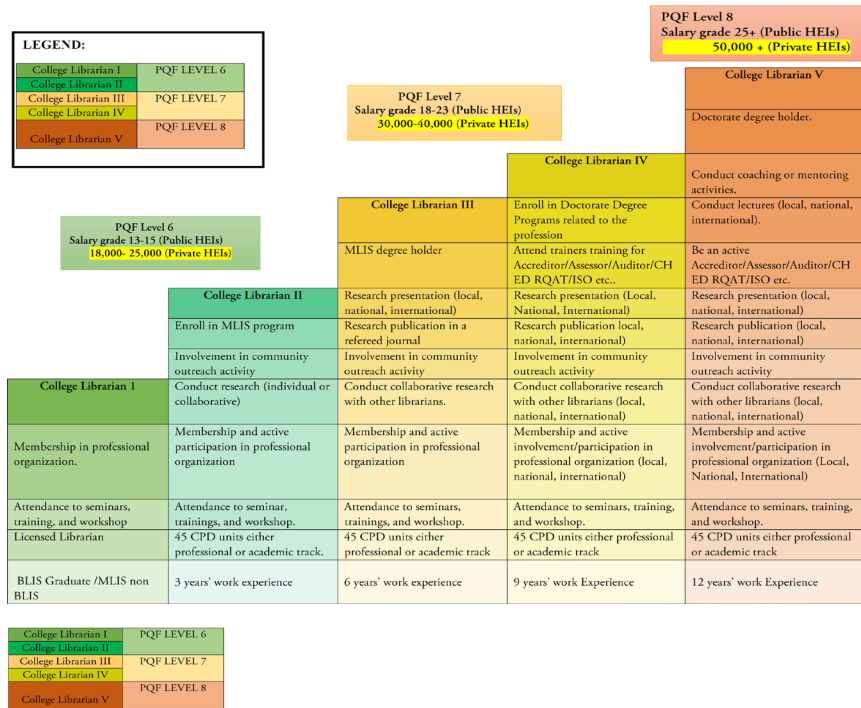
Proposed Career Development Program for College Librarians. The proposed Career Development Program for College Librarians offers a structured framework for professional growth and advancement. It outlines five distinct levels, from College Librarian 1 to 5, each with specific entry-level qualifications and requirements for progression. These include formal education, work experience, and Continuing Professional Development (CPD) units.

Two tracks are proposed for earning CPD units: the academic track, which involves formal education like master's or doctoral studies, and the professional track, which includes training, outreach, research, and other relevant activities. These options cater to diverse career goals and learning preferences.

The program aligns with the Philippine Qualification Framework (PQF), motivating librarians to pursue higher positions and salary grades. While public HEIs have a standardized salary grade table, the proposed program suggests a comparable framework for private HEIs, where no standard exists.

This translational research translates the study's findings into a practical tool for both librarians and institutions. It not only addresses the identified need for career development pathways but also provides a clear roadmap for professional growth, improving job satisfaction and retention rates among college librarians. By aligning with national standards and offering flexibility, the program promotes a culture of continuous learning and advancement within the library profession.

Figure 4
Proposed Career Development Program for Academic Librarians



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