



# MANAGEMENT COMPETENCIES OF LIBRARIANS: BASIS FOR A PROPOSED INTERVENTION PROGRAM

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## ABSTRACT

*Management competencies are essential components that librarians should possess. These are necessary tools in achieving the strategic goals of the library. The main gist of this study is to determine the level of management competencies of librarians as basis for a proposed intervention program. Through quantitative non-experimental descriptive-inferential research design, the data were collected from 118 librarians and were analyzed by the use of mean, Anova and t-Test. The data revealed that librarians have high level of management competencies. Correspondingly, there is no significant difference based on age and sex, but educational background and length of service differ significantly on the management competencies of librarians. A proposed intervention program for enhancing the management competencies of librarians was designed on the basis of the findings.*

**KEYWORDS:** library and information science, management competencies, intervention program, descriptive-inferential, Philippines

## INTRODUCTION

Libraries nowadays are facing similar challenges throughout the rapid changes and issues across the world and librarians must be efficient communicators, good in strategic planning, idealistic, and able to adopt the new ways of working or trends in the library [1].

Consequently, a study conducted by Fernandez and Buenrostro [2] on management competencies of professional librarians found out that, a typical professional librarian only possesses a minimum educational qualification that is no longer relevant and appropriate in the electronic age. Thus, librarians must re-assess their roles/responsibilities to realign their competencies. Unfortunately, the old LIS curriculum does not adequately prepare graduate students for the level of management responsibility assumed in many entry-level positions. The infusion of leadership and management competencies are needed to diminish the challenges that the profession is facing in meeting the needs of service evolution, leadership drain, the ageing workforce, and the lessened degree in which new professionals are entering the field [3].

Management competencies are knowledge and skills that are needed by a librarian to perform managerial tasks effectively with readiness and capability for all professions. Librarians should strengthen managerial competencies to be more efficient in their duties and maximize working competitiveness [4]. These competencies are needed by professional librarians to enable them to execute respectfully in

their respective institutions and as required by the labor market [5].

Hence, management competencies accompanied by transformational leadership were needed by librarians in today's context in dealing with rapid changes and progressive development caused by advancement of technology, ever-changing demands of users and budget cuts [6]. Managerial competencies are essential tools and viewed as crucial sources in dealing with these changes and in achieving strategic organization goals [7].

## OBJECTIVES

This study was intended to assess the level of management competencies of librarians, which will be the basis for an intervention program. Additionally, it also aims to identify the significant difference in the level of management competencies of the respondents when group by age, sex, educational background, and length of services.

## METHODOLOGY, SAMPLING, STATISTICAL DESIGN

This study employed the quantitative non-experimental descriptive-inferential method of research and applying the mean, anova and t-test analysis a statistical tools. Additionally, 118 librarians from Davao City were selected as respondents using the universal technique sampling.



**Table 1. Descriptive Statistics on the Level of Management Competencies of Librarians**

Variable	N	SD	Mean	Descriptive Level
<b>Management Competencies</b>	<b>118</b>	<b>0.51</b>	<b>4.13</b>	<b>High</b>
Leadership Skills		0.52	4.36	Very High
Professional Development Practices		0.63	4.30	Very High
Program Monitoring and Reporting		0.58	4.25	Very High
Human Resource Management		0.74	4.23	Very High
Instructional Leadership		0.66	4.15	High
Resource Management and Allocation		0.73	3.89	High
Community Collaboration		0.89	3.71	High

**Table 2. Significant Difference in the Level of Management Competencies of Librarians when analyzed by age**

Age	Management Competencies	
	Mean	SD
18-25	4.07	0.53
26-35	4.12	0.55
36-45	4.11	0.42
46-55	4.36	0.31
56-65	4.47	0.51
<b>Total</b>	<b>4.13</b>	<b>0.51</b>
	f-value .953	
	p-value .436	

**Table 3. Significant Difference in the Level of Management Competencies of Librarians when analyzed by sex**

Sex	Management Competencies	
	Mean	SD
Male	4.06	0.50
Female	4.15	0.52
<b>Total</b>	<b>4.13</b>	<b>0.51</b>
	f-value .671	
	p-value .414	

**Table 4. Significant Difference in the Level of Management Competencies of Librarians when analyzed by Educational Background**

Age	Management Competencies	
	Mean	SD
Bachelors	4.09	0.52
Masters	4.12	0.44
Doctorate	4.57	0.40
<b>Total</b>	<b>4.13</b>	<b>0.51</b>
	f-value 3.374	
	p-value .038	

**Table 5. Significant Difference in the Level of Management Competencies of Librarians when analyzed by Length of Service.**

Sex	Management Competencies	
	Mean	SD
0-5 years	4.04	0.55
6-10 years	4.22	0.45
11-15 years	3.99	0.36
16-20 years	4.59	0.36
21 years above	4.42	0.36
<b>Total</b>	<b>4.13</b>	<b>0.51</b>
	f-value 2.889	
	p-value .025	



## RESULTS AND DISCUSSION

Presented in Table 1 are responses of the librarians on management competencies that revealed an overall mean score of (4.13; SD = 0.51) described as high-level result. This implies the steady response from the respondents taking into account that it is below 1.0 in all indicators. The respondents showed consistency of responses as indicated by their standard deviation below 1.0. Thus, mean ratings are sorted out from highest to lowest as follows: leadership skills (M=4.36; SD=0.52); professional development practices (M=4.30; SD =0.63); program monitoring and reporting (M=4.25; SD=0.58); human resource management (M=4.23; SD=0.74); instructional leadership (M=4.15; SD=0.66); resource management and allocation (M=3.89; SD=0.73); and community collaboration (M=3.71; SD=0.89). Relatively, the high-level result of management competencies of librarians implies that the librarians have the ability to collaborate with faculty that helped improve students' learning, clear understanding on allocation of finances in spending resources and lastly, actively participate on the community outreach programs.

The result is congruent to the views of [8]; [9]; [10]; [11] that a competent librarian carries out tasks like financial management, community outreach, serves as educator and a leader. These are important tools to successfully accomplish organization's objectives. These competencies enable librarians to perform their responsibilities competently in delivering services to the users. A skilled librarian provides expertise not only in the library but also in the community outreach program through developmental activities that will improve the quality of life of a specific community [12].

**Table 2** shown the significant difference in the level of management competencies of librarians when analyzed by age. As described in the table, it presented an overall mean of 4.13 with f-value of .953 and probability value of .436, which is not significant at the 0.05 alpha levels. This suggests that the null hypothesis is accepted and there is no significant difference. This infers librarians having the same level of management competencies regardless of age. The findings are congruent in a study conducted in Valencian community when they try to assess manager's competency. Surprisingly, the result shows that age is just a number and does not significantly predict competency needs of managers [13]. However, in an investigation on manager's competencies of Lebanese employee resulted differences. It means that the older the manager, the higher they perceived competencies. While the younger managers, require improvements in competencies to be competitive in their positions [14].

**Table 3** illustrated the test of significant difference on the level of management competencies of librarians when analyzed by sex. The results generated an over-all mean score of 4.13 with t-value of .671 and probability value of .414 which is not significant at the 0.05 alpha levels. Thus, accepts the null hypothesis of the study. The data implies that regardless of sex, librarians have equal level of management competencies.

Sex does not necessarily affect the competency needed in managing the organization successfully [15]. Thus, in other

studies sex has a significant effect in determining managerial competency of employees. Moreover, male managers do not show more competency needs compared to female managers [16].

**Table 4** depicted the significant difference on the level of management competencies of librarians when analyzed by educational background. The result weighted an over-all mean of 4.14 with f-value of 3.374 and probability value of 0.038, which is less than the alpha level of 0.05 that leads in rejecting the null hypothesis. It means that there is a significant difference. The results reveal that the librarians do not have the same level of management competencies.

It means that librarians who achieved higher educational attainment have more management competencies in their job. Manager who holds graduate degrees are perceived to have more competencies than those who are with undergraduate level who only gained practical and basic knowledge. While managers who are in the graduate level, have more advanced competencies that cannot be found with those who have undergraduate degree [15].

**Table 5** presented test of significant difference on the librarian's management competencies that gained an over-all mean score of 4.13, with t-value of 2.889 and probability value of .025, which is lower than alpha level of .05 indicating that there is a significant difference in the management competencies of librarians when analyzed according to length of service. Therefore, the null hypothesis is rejected.

It implies that length of service has strong and positive influence in developing management competency through work experience and the same time acquiring knowledge that can foster new learning. In this study, it articulates that competencies can be developed and learned through experiences, which are results of repeatedly applying knowledge or ability [17]. Employees who have a longer length of service and work experience contain excellent competency and performance in their job [18].

## SUGGESTIONS/RECOMMENDATIONS

Based on the forgoing findings, the following recommendations are suggested. Particularly, the lower mean score on instructional leadership, resource management and allocation and community collaboration that is suggestive to have an intervention program for the improvement of their management competencies in these three indicators and, for their continuous professional growth. This will be beneficial for the librarians in enhancing their management capacity in managing the daily operations of the library and in achieving their missions and goals. The creation of intervention programs can be used also as the basis for determining and enhancing their existing competencies and learning new knowledge for them to be updated and remain current to the new trends of librarianship professions.

The findings of this study are suggestive for the need of the school administration to be provided by the result of the study to provide feedback on the level and extent of management competencies of their librarians. This may be



useful also in the decision making to address or to broaden the competencies of the librarians specifically in instructional leadership, resource management and allocation and community collaboration in improving the service they offer to their users. The proposed intervention program may be adapted to further improvement and enhancement of the librarian's management competencies. Moreover, the same study may be conducted in other places to explore other variables that may affect the management competencies.

## CONCLUSION

With considerations on the findings of the study, a conclusion is drawn in this section. The level of management competencies of librarians was high; while the indicators were rated as high for instructional leadership, resource management and allocation and community collaboration including very high on leadership skills, human resource management, program monitoring and reporting and professional development practices. The result of the study highlighted that a person who has higher level of managerial competencies is comprised of personal-oriented and task-oriented skills that resulted to more effective and efficient management leadership a key component in providing service quality and an indicator of an organization's readiness [19].

Correspondingly, the study also found out that there is no significant difference on the level of management competencies when analyzed by age and sex. Thus, age does not significantly affect the managerial competency of a certain manager [13]. It is the same as the result conducted in some managers in Thailand that sex does not necessarily influence the competency needed in managing the organization successfully [15].

However, there is a significant difference found on the level of management competencies of librarians when analyzed according to educational background and length of service. Employees who have a longer length of service and work experience containing excellent competency and performance in their job [18]. While the result of educational background is in line with the idea that, managers who hold graduate degrees are perceived to have more than those who are with undergraduate level only gaining practical and basic knowledge.

Thus, in the light of the findings of the study, an intervention program was formulated for the enhancement of the management competencies of librarians where the mean score below 4.15 as the baseline for the creation of an intervention program.

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## I. PROPOSED INTERVENTION PROGRAM TITLE

Management Competencies Intervention Program on IRMACC “Instructional leadership, Resource Management and Allocation, and Community Collaboration”.

## II. RATIONALE

The output of this study is the basis for a proposed intervention program. This intervention program is essential to increase the librarian's competency, productivity, reduce supervision and improve their performance. It helps libraries to function effectively and viewed that library services cannot be developed without appropriately trained library personnel [20]. In Pakistan, librarians developed their management competencies through engaging in the different intervention program like in-house training, online tutorials, and training

offered by skilled professionals. The said intervention programs have high significance in acquiring competencies of professional librarians [21].

Likewise, an intervention program improves workers' competencies. It eliminates or reduces the mismatch between the levels of acquired and required skills of academic librarians in managing library operations [22]. Intervention program should be toughened, as this would provide the librarian and library assistant with the necessary skills and understanding from each unit and department to carry the most credible information and services needed by library patrons [23].

Similarly, it enhance and activate information professional knowledge in fulfilling user's needs. Intervention programs enhance the librarian's management competencies needed in performing library tasks [24]. It also strengthens the knowledge of their responsibilities and operational capability among librarians and develops their capacity to carry out the library operation efficiently. It is essential on the part of librarians to get training to survive in the profession. These will enhance the librarian's confidence in managing the library and enables them to handle library services in a better way [25];[26].

The result of the study on management competencies of librarians is high in instructional leadership, resource management, and allocation and community collaboration. The researcher realized that there is a need to improve and enhance the three indicators into very high level. Thus, the researcher prompted to develop an intervention program that can be used as point of reference by school administration and librarian's local associations, which are accredited CPD provider such as e.g. PLAII regional and DACUN in providing training, workshops and seminars that will strengthen the management competencies of librarians.

## III. INTERVENTION DESCRIPTION

The intervention was designed to improve and enhance the management competencies of librarians. The program contains areas of concern, strategies, beneficiaries, and success indicators for the realization of the implementation of the study.

## IV. OBJECTIVES

The intervention program has the following objectives:

1. To provide and support librarians with an intervention program that will augment their management competencies in supervising the daily operations of the library in an effective and efficient way.
2. To design an intervention program that will fortify the high components identified in the study and that can be improved to very high level.
3. To provide a monitoring and evaluation instrument as a tool for data benchmarking in the implementation of the intervention program.
4. To guide the management in planning an effective intervention program designed to develop and enhance the management competencies and professional advancement of the librarians.

## V. TARGET BENEFICIARIES

Librarians and Administrators



## **VI. IMPLEMENTATION**

Implementation guidelines of the intervention program shall be presented to the school administrators for the approval of its utilization as well as the further comments and additional information. Its pilot testing will be within the calendar year 2019-2020. Full implementation will be toward the succeeding years with continuous refinement and improvement once adapted.

## **VII. MONITORING AND EVALUATION**

Evaluation and monitoring will be conducted after conducting/ implementing the strategies developed in this program. The implementing academic unit shall spearhead the monitoring. It should be done to ensure its effectiveness. The monitoring and evaluation result should be adequately documented and disseminated to make necessary improvement or enhancement of the intervention program.



**Proposed Management Competencies Intervention Program on IRMACC “Instructional leadership, Resource Management and Allocation, and Community Collaboration”.**

Key Result Areas	Specific Objectives	Strategies	Person/s Involved	Timeframe	Means of Verification (MOV)	Expected Output
Instructional Leadership	To enhance librarians’ competencies in collaborating with instructors by providing information needs in their individual basis and establish structures that let instructors to work together to develop teaching and learning	Attend Curriculum Review	Librarians Instructors	2019-2020	Attendance Certificate of Participation	-Increase librarians’ competencies on building collection that are suited to the references needs by the instructors in their subjects and strengthen their collaboration in meeting the learner’s information needs.  -Increases library resources utilization due to the balance of collections that are highly demanded by the users
Resource Management and Allocation	To acquire competencies in budgeting and allocation of funds especially on the operating expenses and capital expenses of the library.	Conduct training on Financial Management	Librarians Lecturer	2019-2020	Approved training proposal and Certificate of Participation	-Improved librarians skills on wise handling of library finances and in annual budgeting covering the needs and priorities of the library in accordance with the existing policies of the institution.
Community Collaboration	To enhance librarians’ competencies in establishing community engagement and public relations through library outreach program, showcasing of resources to the communities and partnerships with other organizations	Conduct workshops in developing informational outreach activities/program and coordinating with other organizations.  Create policies for clear communication to community, stakeholders and to funding agencies or organization	Librarians Lecturer	2019-2020	Approved training proposal and Certificate of Participation  Library goals and objectives for community collaboration	-Improved librarian’s skills on community cooperation and develop a well- informed and literate community.  -Increase the numbers of linkages and partnered institutions.