

Employment Status Of Library And Information Science Graduates: Basis For Curriculum Enhancement And Development Of Lis Program Offerings

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ABSTRACT

This study evaluates the employment status of the Library and Information Science (LIS) graduates of the Higher Education Institutions (HEIs) in Zamboanga Peninsula. Four (4) research problems were posited to address the status of LIS graduates of the HEIs in Zamboanga Peninsula, their acquired knowledge, skills, attitudes, and values (KSAV), and the relevance of these competencies in their employment. Results will become the basis for the curriculum enhancement and development of the LIS program offering.

The qualitative research method was employed in gathering data through focus group discussions and interviews with twenty-four (24) respondents and their respective employers. The study revealed that the graduates of Library and Information Science graduates are employed in regional HEIs, often in significant roles. Also, three (3) emerging themes were drawn to assess the relevance of KSAV acquired from the program such as Knowledge on Library Management, Essential Skills in the Profession of Librarianship, and Attitudes and Values Needed in the Workplace. These themes demonstrate positive values and reflect the competency of a librarian promoting excellent service delivery and good human relations in the organization.

Recommendations for program improvement include financial support for LIS faculty development, regular curriculum reviews with industry participation, enhanced facilities for practicum students, integration of necessary KSAV into the curriculum, and continued tracer studies to strengthen partnerships and inform curriculum development.

Keywords: Curriculum enhancement, Employment status, Library Education Schools, Library and Information Science Graduates

INTRODUCTION

Librarianship as a profession educates us on the significant roles of librarians in the academic, public, and other agencies in collecting, organizing, preserving, and disseminating information resources in-person or online. As defined by Williams (2015), Library and Information Science (LIS) is the academic and professional study of how information and information carriers are produced, disseminated, discovered, evaluated, selected, acquired, used, organized, maintained, and managed.

In the Philippines, Library and Information Science graduates are in-demand and librarians are considered endangered in any academic institution. As the profession calls for its demand, few students were noted graduating from this course, the Bachelor of Library and Information Science (LIS). According to Bacharo (2005), during the past 10 years, Library and Information Science graduates in the UP ILIS nearly doubled compared to the graduates from the 1960s to 1990s.

As stressed by Santos (2015), pursuing a degree in library and information science is the first step to becoming a professional librarian. In the Philippines, the basic requirement for one to practice librarianship is to pass the licensure examination, which is annually administered by the Professional Regulatory Commission (PRC) and the Philippine Board for Librarians.

In Zamboanga Peninsula, there are only three (3) Higher Education Institutions that offer Library and Information Science programs, namely: St. Columban College in Pagadian City, Pilar College of Zamboanga City, Inc., and Universidad de Zamboanga in Zamboanga City. As noted, few takers and graduates were produced. In this way, Higher Education Institutions offering Library and Information Science programs may look into the curriculum to promote its programs and best equip their students with the necessary knowledge, skills, attitudes, and values (KSAV) to meet the demands of the community and stakeholders. Hence, this study was conducted to determine the employment status of LIS graduates in Zamboanga Peninsula from the year 2011 to 2016 in terms of employment status, the relevance of KSAV acquired in the program, and its application to the participant's employment as a basis for enriching the curriculum. Along with this, four (4) research questions were posited, to wit: 1. What is the status of the library and Information Science graduates of the Higher Education Institutions (HEIs) in Zamboanga Peninsula? 2. What is the employment status of the Library and Information Science graduates in terms of a. employment; b. position/rank; and c. salary or compensation and institution where employed? 3. What is the relevance of Knowledge, Skills, Attitude, and Values (KSAV) acquired in the program and its application to the participants and employers? 4. Based on the findings, what curriculum enhancement program can be proposed?

Thus, the study aimed to trace the Library and Information Science or LIS graduates of the HEIs in Zamboanga Peninsula from the year 2011 to 2016 to establish where they are, what they do, and what interventions can be made to improve their professional activities and services.

THEORETICAL REVIEW

Library and Information Science is an aspect of the broader field of librarianship. It is an interdisciplinary or multidisciplinary field that applies the practices, perspectives, and tools of management, information technology, education, and other areas to libraries, the collection, organization, preservation, and dissemination of information resources, and the political economy of information. Due to the rapid growth in the number of learning institutions all over the country, the necessity and the importance of libraries is also growing. Moreover, with industrialization, and economic and social growth, many new professions have emerged in the last two hundred years. Thus, librarianship is a growing field, which has by now attained the status of a separate discipline in the universe of knowledge.

Based on CHED Memorandum Order No. 24 series of 2015, which is the currently revised Policies, Standards, and Guidelines for the Bachelor of Library & Information Science program, it is clearly stated that future graduates of the LIS program can be employed as library staff or assistant, bibliographer, documentation officer, records assistant, preservation/conservation officer, copy cataloguer, and library applications developer. Registered librarians are then called the nature or setting of their work such as academic librarian, school librarian, university librarian, public librarian, corporate librarian, law librarian, medical librarian, reference librarian, information specialist, medical librarian, systems librarian, teacher librarian, LIS faculty, acquisition librarian, abstractor, archivist, cataloguer, conservator, and many more (CHED CMO No. 24, s2015).

In support, an essential aspect of quality in higher education is the quality of the outcomes achieved. Higher education adds value by developing job-related skills and competencies that prepare students for the workplace (Ojedokun and Moahi, 2005 as cited by Mugwisi & Hikwa, 2015).

Haider (2008) and Burnnet (2013) opined that institutions of higher education have the primary responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility in government, industry and other sectors. It is essential for any program of study to constantly evaluate its curriculum to ensure that its content remains relevant, of high quality, and in tune with the demand of the job market and one of the ways institutions do this is through tracer studies.

In addition, according to the Republic Act No. 9246 or The Philippine Librarianship Act of 2003, only the graduates of library and information science degrees such as Bachelor of Library & Information Science (BLIS) and Master in Library and Information Science (MLIS) are the only qualified takers of the licensure examination.

Moreover, Dasgupta (2009) also discussed on developing the employability of Library Professionals in this new era of Information and Communication Technology and also in this globalized educational environment. He pointed out that libraries all over the world are now responding with adaptability, creativity, and flexibility. There are various tracer studies to determine the employment status of the graduates undertaken.

A study conducted by Shongwe and Ocholla (2015) entitled “A Tracer Study of LIS Graduates at the University of Zululand, 2000–2009”. The study traced Library and Information Science (LIS) graduates who graduated from the Department of Library and Information Studies at the University of Zululand between 2000 and 2009. The study aimed to establish whether the graduates are employable, whether the curriculum is relevant to the LIS job market, and to investigate the perceptions of graduates about the LIS curriculum. The results indicate that most LIS graduates are employed in the public sector, mainly in national, provincial, and municipal libraries. Their daily tasks include cataloging and classification, collection development, and abstracting and indexing. The results also revealed that cataloging and classification and experiential learning remain critical knowledge and skills required in LIS-related jobs.

Library & Information Science (LIS) programs have lots of potential to develop the knowledge and skills required to sustain and survive in the present-day knowledge society. Hence, the LIS education should impart the learners, the necessary skills to gain employment upon graduation and to develop the vision and understanding to help them cope better with the rapidly changing world. Nowadays, several career prospects are available in Library and Information Science. The qualified and trained professionals are employed in various libraries and information centers. LIS professionals can select the type of library as per their interest. Thus, there is a very bright prospect for LIS professionals. Only the trained personnel in LIS can have employment opportunities in the various sectors (Sinha and Pandey, 2014).

As a profession, librarianship is full of people passionate about making a positive change in the world & they tend to be wildly happy about what they do. According to one recent survey, over 85% of information professionals questioned said if they had the choice, they would do it again. Librarians bridge the gaps that exist between people, information, and technology. In their professional lives, librarians and information professionals work to design and develop knowledge-organization systems, create reader's advisory resources to encourage young students to develop a lifelong love of reading and learning, help scholars locate archival and other resources crucial to their work, identify sources of assistance in family and personal crises, and help doctors more quickly locate health information in critical situations (UW Information School, 2017). As expressed by Fraser-Arnott (2015), librarians and information professionals land in positions outside LIS because they have the necessary skills required in some other fields, which they also learned in their pursuit of their LIS degree.

Further, this study is anchored on the grounded theory where Almeida, Gaerlan, and Manly, 2016 as cited by Hennink, Hutter & Bailey (2011), this theory is also appropriate for developing empirical theories from qualitative research that consists of a set of tasks and underlying principles such as researcher prepares verbatim transcripts, the anonymity of the data, develop codes, define codes in a codebook, code data, describe the data, compare data, categorize the data, conceptualize the date, and develop such theory.

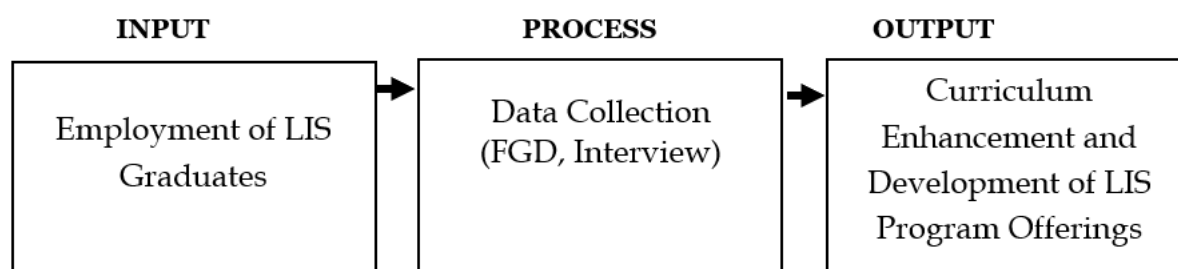


Figure 1. Conceptual Paradigm of the Study

Showing the Relationship of the Independent and Dependent Variables

The LIS graduates as respondents were gathered in a focused group discussion and interview to answer questions related to the employment status and skills that apply to the current employment. Data were collected for the enhancement of the LIS curriculum of Higher Education Institutions in Zamboanga Peninsula. This will also serve as a guide in the development of LILS program offerings of other institutions.

METHODOLOGY

This study was structured using the qualitative research design. The documents of the HEI's registrar and program heads were utilized in tracing and locating the library and information science graduates of the HEIs from School Year 2011 to 2016. In addition, the most recent and powerful tool in locating the graduates is the use of social media, therefore, the researcher considered using social media in locating and tracing the LIS graduates.

An interview was conducted to solicit information from the participants to determine the employment status of the library and information science graduates from School Year 2011 to 2016 in terms of type of employment, position or rank, salary or compensation, and institution where employed. Focus-group discussion or FGD was utilized to determine the relevance of KSAV acquired in the program and its application to the participant's employment and to ascertain the challenges experienced by LIS graduates and their implications on the curriculum.

Creswell (2012) explained that Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. The literature might yield little information about the phenomenon of the study, and the researcher needs to learn more from the key informants through interviews and focus-group discussions. Moreover, Braun & Clarke (2013) as cited by Almeida, Gaerlan, and Manly (2016) further discussed that the purpose of qualitative research is to understand or explore the meaning and the ways people make meaning, rather than to prove a theory or determine a relationship between factors.

Research Locale and Respondents

The study was conducted in Region IX, particularly in the three Higher Education Institutions offering the LIS programs in Zamboanga Peninsula identified as School A, and School B.

School A is a private religious school run by the sisters of the Religious of the Virgin Mary (RVM). It is located at the R. T. Lim Boulevard, Zamboanga City. The school offers the Basic education program from Kindergarten, Grades 1 to 6, Junior High School, Senior High School, and College level.

School B is the only university that offers both the BLIS and MLIS programs in Zamboanga City and in Region IX. It caters to the Junior High School and Senior High School; College level offering a variety of programs from Allied Health, Engineering & Information Communications Technology, Technical Education, Teachers Education Program, Business Management, and Criminology; and also School of Graduate Studies.

The respondents of the study were Library and Information Science graduates and the employers of the respondents from the three Higher Education Institutions in Zamboanga Peninsula from School Year 2011-2012 to School Year 2015-2016. There were 39 Library and Information Science graduates from the Higher Education Institutions in Zamboanga Peninsula from the school year 2011 to 2016. Out of 39 Library and Information Science graduates traced, only 24 who willingly and voluntarily submitted their selves for the Focus Group Discussion (FGD).

The non-probability purposive sampling design was utilized in obtaining the sample size. According to Almeida, Gaerlan, and Manly (2016), purposive sampling is a non-probability sampling procedure in which the elements are selected from the target population based on their fit with the purposes of the study. A total enumeration technique was employed in the study since the target participants were very limited or small. All graduates of the Library and Information Science program from School Year 2011-2016 were included.

Method of Data Collection

The researcher sought permission from the respective employers. When permission was granted, the researcher personally interviewed the target participants. A Focus Group Discussion was also conducted by the researcher with the employers of the participants. Documents from the respective school's registrar were requested, particularly the official list of graduates. The researcher identified the graduates of BLIS and MLIS/MLS from School Year 2011 – 2016 from the given official list of graduates. In addition, Social media was also utilized by the researcher in locating the Library and Information Science graduates.

The data were collected, analyzed, and interpreted by the researcher to determine the Library and Information Science status in Zamboanga Peninsula as the basis for curriculum enhancement.

Data Analysis

The researcher utilized descriptive statistics to describe the status of the library and Information Science graduates of the Higher Education Institutions (HEIs) in Zamboanga Peninsula and their employment.

The thematic analysis was used to determine and show patterns in the relevance of Knowledge, Skills, Attitude, and Values (KSAV) acquired in the program and its application to the participants and employers. In this process, qualitative data analysis was employed to treat the data gathered. It follows producing a verbatim transcript of the interview and Focus Group Discussion, translating the transcript and removing identifiers from the data to preserve the participant's anonymity (Hennink, Hutter & Bailey, 2011). In verbatim transcription and translating the transcript, the researcher recorded and documented the results of the interview and Focus Group Discussion for data analysis. Since verbatim transcripts become data for analysis, each transcript was checked for accuracy and completeness by listening to segments of the recorded interview

while reading the written transcript to identify any errors or inaccuracies and check if something had been omitted.

RESULTS AND DISCUSSIONS

The results and discussion of data gathered are presented systematically according to the research problems posited in this study.

The first research problem that this study sought to answer was, **“What is the status of the library and Information Science graduates of the Higher Education Institutions (HEIs) in Zamboanga Peninsula?”**

Table 1 presents the status of LIS graduates of the HEIs in Zamboanga Peninsula.

Table I. Library and Information Science Graduates of the HEIs in Zamboanga Peninsula from School Year 2011 to 2016

NAME OF SCHOOL	2011	2012	2013	2014	2015	2016	TOTAL
School A	0	5	5	0	5	1	16
School B	0	7	1	1	7	7	23
GRAND TOTAL	0	12	6	1	12	8	39

Table I shows the traced Library and Information Science Graduates of the Higher Education Institutions in Zamboanga Peninsula from the School Year 2011 to 2016. The total number of graduates from School A is 16 and School B is 23, so the overall number of graduates was thirty-nine (39). The result shows that most of the Library and Information Science graduates are employed locally in the different schools: college, state college, and universities in Zamboanga City, and only one is employed abroad. This implies that most of the librarians preferred to work in the Philippines.

The above findings are similar to the study conducted by Mugwisi and Hikwa (2015) on the job market of Master of Science in Library and Information Science graduates the study sought to establish where the graduates worked, what they did, their competencies, whether their education and training met the employers' expectations and how they impacted on the existing curriculum. The study shows that the majority of the respondents were employed in universities. Although satisfied with the curriculum, the ICT-related and Knowledge Management courses were recommended by the majority of respondents.

The second problem of this study is, **“What is the employment status of the Library and Information Science graduates in terms of a. employment; b. position/rank; and c. salary or compensation and institution where employed?”**

Table II presents the employment status of LIS graduates from School Year 2011-2016.

Table II. Employment Status of the Library and Information Science Graduates From School Year 2011 To 2016 in Terms of Employment, Position or Rank, Salary or Compensation

Employment Status	Employed	Self-Employed	Unemployed/ Underemployed	Local	Abroad
School A	9	0	0	9	0
School B	15	0	0	14	1
Position or Rank	Director /Chief Librarian	Head Librarian	Librarian	Library Staff	Others
School A	0	2	5	1	1
School B	0	1	11	2	1
Salary or Compensation	10,000.00 and below	11,000.00 to 19,000.00	20,000.00 to 29,000.00	30,000.00 to 44,000.00	45,000.00 and above
School A	4	4	1	0	0
School B	4	7	3	1	0

Table II shows the Employment Status of the Library and Information Science Graduates from School Year 2011 To 2016 in terms of Employment, Position or Rank, Salary or Compensation. Findings show that from School A, all of the nine (9) graduates are employed in the Philippines, while in School B, fourteen (14) are employed locally and 1 is employed abroad.

Findings also show that almost all of the identified Library and Information Science graduates are working particularly in the school and university libraries with the rank of three head librarians, sixteen librarians, three library staff without licenses, and the two others who are classified in the teaching position as teacher-

librarian and a teacher. It was also found out that their salary or compensation varies depending on their academic qualifications, rank, or position. Most of the participant's salary ranges from 10,000.00 pesos and below to 19,000.00 pesos. Whereas, four (4) of the graduates are receiving 20,000.00 to 29,000.00, and only one (1) receives 30,000.00 to 44,000.00 pesos.

Due to the demand for Library and Information Science graduates, almost all of librarians are employed and there is a scarcity of licensed librarians especially in academic institutions. As a result, Higher Education Institutions hire even fresh graduates and non-license to man their libraries. This implies that some of the academic institutions are willing to invest in the salary of the librarians and fund the non-license to enroll in the master's degree and to support the library staff to take the Librarian's Licensure Examination (LLE) for them to be qualified and equipped. It is also evident that licensed librarians are well-compensated compared to non-license.

According to Robert (2013), Librarianship refers to the field of working in a library in various ways. Whether in a basic librarian position or as a library administrator, there are numerous positions within the field or professions, and there are several libraries where anyone may find employment in.

The finding above is supported by the study of Santos (2015) entitled "The UP SLIS Alumni: Quo Vadis.?" Findings reveal that most of the respondents indicated that they are from academic libraries and special libraries while some of the graduates also mentioned being employed in the archives and records management sector. The multidisciplinary aspect of the degree also manifested through some of the responses which indicated that graduates who decided to pursue a career other than librarianship end up in a variety of industries, such as IT, business, education, and law.

The third problem of this study is, **"What is the relevance of Knowledge, Skills, Attitudes, and Values (KSAV) acquired in the program and its application to the participants and employers?"**

General Theme on the Relevance of Knowledge, Skills, Attitudes and Values or KSAVs acquired in the LIS program

The interviews and focus-group discussions were conducted through the use of open-ended guide questions. The researcher followed the qualitative method of the research protocol on how to present the data gathered during the interview and focus-grouped discussions. The following themes were conceptualized based on the similar comments and responses of the participants, these were grouped using the thematic approach:

Theme 1: **Knowledge on Library Management**

Theme 2: **Essential Skills in the Profession of Librarianship**

Theme 3: **Attitudes and Values Needed in the Workplace**

When asked about the nature of participants' work and if the program completed is related to work? The results reveal the following Knowledge, Skills, Attitudes, and Values or KSAVs acquired in the program and their relevance and application to the participants and employers:

Theme 1: Knowledge on Library Management

The knowledge on Library management includes acquisition, preparation of library reports, and conducting the reference interviews through giving the right information that the library users need, knowledge on basic library works like serving the students, maintaining the newspapers, periodicals, and the learning commons.

In addition, the participants were able to identify the Knowledge, Skills, Attitudes, and Values or KSAVs needed in their present employment. It was noted that the library is known as a customer-oriented service, wherein the product of the library is information service. Concerning that, various KSAVs are also needed by the librarians to successfully meet the expectations of the library users. It is very evident from the participants' responses that the following KSAVs were identified:

The Knowledge on the managerial work itself such as selection and acquisition, making library reports; preparing evidence and exhibits for accreditation purposes; and knowledge on educating the library users through library orientation and library instructions. Gain some knowledge on the seminars and trainings attended and learn the new trends in the profession. Further studies like enrolling in the master's program to gain more knowledge on librarianship; knowledge on information services; can identify materials appropriate to users' requirements; expert knowledge of the content of information resources, and ability to critically evaluate and filter them. Develop and deliver convenient, easily accessible, and cost-effective information services to the users, knowledge on policies, procedures, and dealing with issues and standards. Also, demonstrates knowledge in library policies, procedures, and service standards; maintains current awareness of professional issues among employees; plans programs and trains support staff; the ability to think

analytically and to develop new or revised systems, procedures, and workflow; the ability to exercise initiative and independent judgment; knowledge on computers, the internet, and commercially available library software; the ability to prepare comprehensive reports and present ideas clearly and concisely in written and oral form; and knowledge in the philosophy and techniques of library services.

The researcher also interviewed the employers of the participants included in the study. The employers claimed that the Knowledge, Skills, Attitudes, and Values or KSAV exhibited by the participants are applicable and needed in their workplace especially the basic knowledge and skills on cataloging and classification, indexing and abstracting, reference and customer services skills, and collection management. The employers identified and mentioned the relevance of Knowledge applicable and needed in the workplace.

The librarians are expected to acquire **Knowledge on library services**, on how to do their work, and serve the clients. They should have the heart and the intelligence as a librarian to implement the library systems or programs. They should be able to do tasks without supervision; without being prodded or without the management that tells them to do things, when and how the knowledge that is related to librarianship, particularly knowledge on the library operations and management. The involvement or participation in the library planning, and develop their self-confidence to present it, as well as, its implementation. Furthermore, the **Knowledge on Library management** is also needed such as library strategic planning, budgeting, and collection management and development, selection and acquisition, emphasis on the library personnel management and competencies, and their professional ethical standards.

Theme 2: Essential Skills in the Profession of Librarianship

The technical skills are very essential in the profession of librarianship. During the interview, it was discussed by the participants that the following skills are needed: teaching basic library works and technical skills such as cataloging; audio-visual skills managing the audio-visual room, the viewing room, and the LRC conference room; handling reservations on film viewing classes; bibliographic and research skills to assist in locating the materials with the help of the OPAC; shelving and filing skills in maintaining the proper books and periodical arrangements, and conducting inventory; skills on the circulation area and customer service skills in dealing customers.

Also, the following **managerial skills** were also mentioned by the participants: user service skills, supervisory skills; information literacy skills; problem solving skills; critical and reflective thinking skills, professional and ethical skills, the **technical skills** like arranging audio visual, how to arrange and how to catalogue it; taking good care of the equipment, the ability to operate the photocopier machine; cataloguing and classification skills; indexing skills by providing clipped articles from newspapers with indexed cards for the purpose of locating the primary sources; the **customer service skills** such as assisting in the distribution of textbooks during enrolment and clearance at the end of the school year; printing of the test papers, and dealing with customers; good **communication skills** that can apply in the present employment; communication skills for the librarians that need strong communication skills to assist library users, listening skills in which librarians need to carefully listen to clients/users to learn what they are looking for so that they can provide them with electronic or print resources, in other words, the ability to communicate both orally and in writing. **Technological skills**- librarians of today need extensive knowledge about using computers and research databases. Also **organization skills** - librarians organize materials and equipment to make it easier for the users or clients to find information, and the creativity to develop and implement library programs and services.

The employers expect the librarians to acquire the following **technical skills**: cataloging, indexing, and other related activities in the service area; servicing the clients, abstracting, and Information technology skills. They also have to master using the MARC and RDA through the use of technology, and marketing skills. In addition, the following **customer service skills** were also discussed by the employers: reference service skills, good customer service skills, bibliographic and research skills, and not to forget **soft skills** such as hardworking, proactive, innovative, creative, and highly motivated.

Theme 3: Attitudes and Values Needed in the Workplace

The participants explained that attitude and values are also essential in any workplace, and further reiterated that values are not just learned from school but also innate. The participants identified several attitudes and values during the interviews, attitude as devotion to teach special students with different kinds of disabilities, and the willingness to assist the librarian and the library users.

Likewise, the attitude and values that a librarian should possess are cooperation, teamwork, knowing the nature of the job; treating people in a nice way like kindness to others; and respect through simple greetings and gratitude. Furthermore be punctual, hardworking, and respectful, know how to value and manage time, have the right attitude, responsible, patient, committed, and dedicated to work. Being a librarian you have to be flexible and more patient in dealing with the students, librarians should be courteous, patient, compassionate, considerate, perseverance, sense of professionalism, confidentiality, and privacy, promote intellectual freedom, and promote interpersonal relationships among librarians.

In addition, the employers identified and mentioned the relevance of attitudes and Values applicable and needed in the workplace. Librarians should possess the attitude that pertains to the determination to contribute to the attainment of the goal of the school as well as the library's goal, the willingness to listen and accept suggestions, open-minded, being assertive, cooperative with good human relations, the willingness to learn and learning from others, capacity to entertain. Librarians are expected to acquire positive values such as honesty, integrity, compassion, commitment, humility, just and fair to all library users, responsible and devoted to work, friendly, and approachable.

Findings revealed that almost all of the participants answered positively on the KSAV acquired, they answered "Yes the KSAV learned are relevant and they are applying what they learned in their work, except the two participants who are employed as teachers.

The result further implies that professional librarians require a wide range of both soft and hard skills. They must have solid bibliographic, research, technological, and knowledge on reference interviews, as well as strong communication and interpersonal abilities. Advances in library technologies have also led to a high demand for professional skills such as database searching and competence including the Internet and other computer networks and systems. In support of the findings above, Roberts (2013) recounted that the field of librarianship is a rewarding one to enter, particularly for those who love knowledge, learning, and reading. However, while several personal traits and skills will help one be better suited overall for a position in the field, numerous skills and competencies must be studied and advanced to succeed. It takes much more to thrive as a librarian than many people realize, and the above lists should help give you an idea of just what it takes to succeed in this important and constantly evolving field.

Furthermore, results show that the participants need to improve on some aspects to improve their performances: upgrade through Continuing Professional Development, suggest ideas that could improve the performance of the library, involvement or participation in the library planning and develop their self-confidence, communication with the students, give more training, awareness of information, and being assertive and proactive, willing to accept and manage change and willing to learn new things, and apply the learning acquired during the seminars and training attended. Upgrading, continuously studying, using time wisely less complaining about the administration, just focusing on their work, enhancing rather than improving in terms of their performance, being assertive and proactive in everything that they do, they must be willing to accept and manage change, and willing to learn new things, apply the learning acquired during the seminars and training attended.

Lastly, problem number 4 is, **"Based on the findings, what curriculum enhancement program can be proposed?"**

Findings revealed that enhancement of the curriculum should focus more on library services, strategies for modernizing the library space, cataloging of non-print resources, library strategic planning, budgeting, and collection management, Selection, and Acquisition, and emphasis on the library personnel competencies and their professional ethical standards. These are reflected in the following responses of the participants:

Findings also revealed that the following aspects should be integrated into the enhancement of the curriculum: Library management be given more focus in the present curriculum that will help them improve professionally in terms of their leadership skills. Actual application during the On-the-Job Training is also necessary for the curriculum, designing library database, and research. The integration of work ethics and values is essential in the curriculum. The technical skills may remain and be given priority like indexing, and cataloging. Lastly, the mock assessments were also noted.

However, results also show that activities or strategies to attract students to enroll in LIS programs to increase enrolment may be considered, to wit: advertisement both on radio and TV, offering scholarships, marketing and promotion, flyers, online campaigns, and career guidance. This implies that publicizing the librarianship profession is the best marketing tool to raise awareness and encourage students to enroll in the library and information science program.

CONCLUSIONS

It can be concluded that the graduates of Library and Information Science programs as positively identified and traced, mostly are employed in the Higher Education Institutions in Zamboanga Peninsula. Therefore, the LIS graduates are guaranteed to land a job and be employed after graduation. A great opportunity to be assigned as library staff, or librarian, and to be promoted as head or chief librarian as well with the salaries that commensurate to the position are certain. Moreover, the Knowledge on Library management and library services; such as managerial skills, technical skills, customer service skills, technological or ICT skills, organization skills, and soft skills; the attitudes and values needed in the workplace such as the right attitude like the willingness and commitment of the librarian to assist the library users, and the positive values of being honest with integrity, compassionate, cooperative that can promote excellent service and good human relations were noted as it reflects the competency of a librarian in the delivery of quality service.

Further, the following may be taken into consideration for the improvement of the program: financial support from the administration on LIS teachers' upgrading, regular conduct of curriculum review, and employers' participation in the curriculum revision to attune to the needs of the industries, providing facilities for LIS practicum students, and integrate needed KSAV in the curriculum, capability building for students, and the further conduct of a tracer study to foster relationship and partnership to be part of the curriculum review.

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