

# Attitude, Involvement, and Capability in Librarianship Among Librarians in BRLC

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## Abstract

Findings revealed that librarians of Bicol had a very positive attitude towards librarianship with an average weighted mean of 3.71. For the respondents' level of involvement, librarians had a very high level of involvement in librarianship with an average weighted mean of 3.57 and the librarians had a "very high" level of capability in librarianship with an average weighted mean of 3.60. There was a significant difference in the respondents' level of involvement in librarianship when grouped according to educational attainment ( $\chi^2 = 12.440$ ;  $p = 0.002 < 0.05$ ). And there was a significant difference in the respondents' level of capability in librarianship when grouped according to length of service ( $F = 3.101$ ;  $p = 0.033 < 0.05$ ). In addition, there was a significant relationship between respondents' attitude and level of involvement in librarianship as shown by  $r$  value of 0.520 (moderate correlation) and the  $p$ -value of 0.000, which is less than the 0.01 level of significance. Also there was a significant relationship between respondents' level of involvement and level of capability in librarianship as shown by  $r$  value of 0.638 (moderate correlation) and the  $p$ -value of 0.000, which is less than the 0.01 level of significance. The research study concluded that the more positive the attitude of the respondents toward librarianship, the higher their level of involvement in it. The higher the level of involvement in librarianship, the higher the level of capability in it. This further suggests that the more actively engaged someone is in the field of librarianship (involvement), the more knowledgeable they become.

*Keywords:* attitude, involvement, capability, BICOL, librarians, librarianship

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## **Introduction**

In a post by Pekoll (2019), Dr. Ranganathan argued that library organizations must accommodate growth in staff, the physical collection, and patron use. This involved allowing for growth in the physical building, reading areas, shelving, and in space for the catalog. This statement emphasizes the dynamic character of libraries and places librarians in the role as guardians of this living institution. Customers' faith in librarians is mostly based on their perception of their legitimacy, which is reflected in their opinions about their work. Positive attitudes among librarians directly affect customer satisfaction, as stated by Smith and Jones (2018), providing a solid basis for efficient library services. Accurate information dissemination is at the core of librarianship, demanding an inherent commitment to precision and reliability.

The fact that librarians are involved in keeping up with emerging trends and industry best practices guarantees the accuracy of the information they offer. According to Johnson et al. (2020), librarians play a critical role in extending the reach of the library and guaranteeing the accuracy of information customized to meet the requirements of a varied community. They emphasize the importance of librarians' involvement in community outreach activities.

Hence, this study investigates the attitude, involvement and capability in librarianship among librarians in the region. This research would provide them with new insights and opportunities regarding the attitudes, involvement, and capabilities towards librarianship within the Bicol Region, both for current practitioners and future users. It also offers an understanding of the challenges faced in daily library operations across various aspects, providing valuable knowledge of the region's librarianship landscape.

## **Literature Review**

Pereira et al. (2021b) finds that a school library does not, in general, present itself as an inclusive and accessible space, and as a result, it is not a part of the deaf community's life. Additionally, the way mediators treat deaf children does not enhance their sense of belonging or their ability to appropriate different literary texts. It comes to the conclusion that picture books, with their visually responsive language, help deaf children integrate into the world of reading and promote delight, pleasure, and education through literature.

Poole (2020) argues that information specialists and librarians have utilized their expertise to support businesses in the private sector in going online and maintaining operations. How the epidemic will ultimately alter our routines, viewpoints, and actions is yet unknown.

Many implications for professional practice emerged from an examination of the information and attitudes that guided public librarians' contacts with clients who were experiencing a crisis. These implications centered on examining and recognizing the ways in which attitudes are formed, changed, and revised via experience and training. A lack of information, "not knowing what to do," or a misunderstanding of what success meant were closely associated with many of the participant attitudes that were shown in the training-related outcomes. Uncertainty about how to connect with a patron and judging whether one was effective in helping a patron in crisis was linked to feelings of vulnerability, a desire to remain nonjudgmental, and a commitment to treating patrons equitably regardless of their circumstances (Williams and Ogden, 2020).

Among the difficulties mentioned are the disastrous results of the detrimental effects of the workplace, culture, and stylistic criteria, such as concept, attitude, and obstacles from the professional world. The overwhelming influence of team policies and procedures, taking advantage of the weaker members, a lack of understanding and justification for the collaboration, members' resistance to change, a lack of socialization, the size of the group, incorrect membership, and discarding of ideas are some of the factors that ultimately lead some members to decide to leave the team. The study suggests that different stakeholders in LIS education and training collaborate across disciplines, within institutions, and across institutions (Enakrire et al., 2020b).

According to Lundstrom et al. (2021b), the key to these kinds of circumstances is their erratic nature. If a teaching schedule that is only occasionally possible due to a liaison model or other framework, the assistance needed to help that person become a better teacher or effectively manage the anxiety that results will probably not be worth the expense. Why invest hours in support and training scenarios for an infrequent occurrence? But in actuality, it's possible that the infrequent teaching opportunity is significantly affecting that person's attitude toward the organizational structures that force them to teach, their perception of their profession, and their home/life balance.

It is not advisable to set expectations for librarians' time on task because the average librarian participating on systematic review teams has little prior experience and because times can vary greatly depending on assigned roles, duties, years of experience, and complexity of research question. This could be the reason why library managers find it challenging to plan ahead and assign staff time to systematic review initiatives, as well as why they have differing expectations regarding librarians' participation in these reviews. Librarian supervisors and library directors who plan to have staff members provide systematic review services should endeavor to gain a thorough understanding of the procedures involved in conducting and evaluating systematic reviews, even though it might not be feasible to establish clear guidelines for the amount of time librarians should spend on these tasks to more accurately calculate time commitments (Bullers et al., 2018).

According to Gross et al. (2022b), explains that not participating in professional bodies like the ACRL and/or the ACRL Community and Junior College Libraries Section (CJCLS) is another explanation offered for not adopting the Framework. One respondent stated that the Framework is not being used “for no particular reason,” and another reason cited for not using it in ILI was the pandemic shutdown.

In order for librarians to be included in strategy planning, connected to pertinent campus groups, and supported in tenure and promotion when applicable, non-librarian professors and administrators must view librarians as educational partners. Additionally, they must provide feedback to library and information science departments who are creating curricula for the upcoming class of students. Each of these factors has bearing on the profession, the local library environment, and the practice of librarianship by an individual. A person needs to consider how they come across in reference interactions or while making a presentation to college administration. It is imperative for a library to establish its brand on campus, encompassing the perception of its librarians. Professional associations need to speak out in favor of laws and programs that advance the field of emerging challenges (Fagan et al., 2019).

Librarians possess a variety of talents, including technical proficiency, knowledge of information literacy, and flexibility in response to emerging technologies (Rodriguez et al.,

2023). Studies by Brown and Garcia (2021) demonstrate how important it is for librarians to continue their professional development in order to improve their skills. Still, there is a lack of research on the particular skills that librarians in the Bicol Region possess, which calls for a targeted analysis to pinpoint areas that require assistance and development.

Although the study's purpose was to shed light on a specific group of librarians' research capacities, academic librarians in general may find value in the study's findings as many of them, whether or not they are on the tenure track, conduct research. The data indicates that time—both for reading research articles and for doing research—as well as confidence in particular processes in the research process appear to be the main obstacles facing librarians (Kennedy & Brancolini, 2018).

The impact of the industrial era 4.0 influential in various fields of work are no exception librarians. Librarian is someone who has the ability and expertise librarianship the librarians in charge to prepare themselves to face the era that is the way to equip themselves with information technology and analytical capabilities of the library so that airport users effective (Hayani et al., 2021b).

The necessity for race-based data standards in healthcare, the power of information services to influence or engage in authorship and publication to remedy gaps, and the possibility of eliminating systemic racism in collecting policies are among the opportunities that have been recognized. The results are synthesized using a framework of CRT tenets, which highlights the applicability and usefulness of CRT as a tool for pursuing fairness in scholarship, education, and information practice (O'Driscoll & Bawden, 2022b).

The significance of establishing inclusive and accessible library settings is emphasized by Pereira et al. (2021b), especially for marginalized communities like the deaf. With their visually captivating content, picture books are essential for helping deaf youngsters integrate and become literacy ready. Poole (2020) highlights the flexibility of librarians in assisting companies with their shift to digital platforms within the pandemic, underscoring the dynamic character of librarianship in reaction to new situations.

A broad range of abilities, from technical competency to information literacy understanding, are possessed by librarians. But in order to pinpoint areas that require development, especially for librarians in the Bicol Region, focused analysis is necessary (Brown & Garcia, 2021).

### **Methodology**

The population of this study was composed of 250 member librarians of the Bicol Regional Librarians Council in different provinces and libraries in the Bicol Region. Using the Raosoft calculator with a 10% margin of error and 95% confidence level, a sample size of 70 respondents was taken. Actual selection of the respondents was be done using simple random sampling.

Furthermore, content validity was determined using Cronbach's Alpha Coefficient. For attitude: 0.796 (good reliability index), for involvement: 0.832 (acceptable reliability index) and for capability: 0.922 (excellent reliability index).

## Results and Discussion

Table 1 presents the demographic profile of the respondents.

**Table 1**  
*Respondents' Demographic Profile*

Profile		Frequency	Percentage
Age	Under 25	5	7.1
	25–34	25	35.7
	35–44	21	30
	45–54	8	11.4
	55 and above	11	15.7
Gender	Male	5	7.1
	Female	65	92.9
Educational attainment	Bachelor's degree	28	40
	Master's degree	41	58.6
	Doctorate degree	1	1.4
Length of service (in years)	Less than 1	4	5.7
	1–5	19	27.1
	6–10	15	21.4
	More than 10	32	45.7
<b>Total number of respondents: 70</b>			

As seen in the table, out of the 70 respondents, 25 or 35.7 percent were aged 25–34; 21 or 30.00 percent belonged to 35–44 age bracket; 11 or 15.7 percent were 55 years of age and above; 8 or 11.4 percent were 45 to 54 years old, and 5 or 7.1 percent were under 25 years of age. As to gender, 65 or 92.9 percent were female and 5 or 7.10 percent were male.

As to educational attainment, 41 or 58.60 percent of the respondents had master's degree; 28 or 40.00 percent had bachelor's degree; and 1 or 1.40 percent had a doctorate degree. As to length of service, 32 or 45.70 percent of the respondents had been in service for more than 10 years; 19 or 27.20 percent for 1 to 5 years; 15 or 21.40 percent for 6 to 10 years; and 4 or 5.70 percent had been in service for less than a year.

Table 2 presents the respondents' attitude towards librarianship.

**Table 2***Respondents' Attitude Towards Librarianship*

<b>Indicator</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. They find work as a librarian to be personally fulfilling and meaningful	3.79	(Strongly Agree) Very Positive	4
2. They believe librarianship is a valuable and respected profession.	3.93	(Strongly Agree) Very Positive	2
3. They are confident in its ability to meet the information needs of my patrons.	3.71	(Strongly Agree) Very Positive	6
4. They feel challenged and stimulated by the constant changes and innovations in the library field.	3.70	(Strongly Agree) Very Positive	7
5. They would recommend librarianship as a career path to others	3.83	(Strongly Agree) Very Positive	3
6. They feel adequately supported by the library administration in its professional development	3.44	(Strongly Agree) Very Positive	10
7. They believe that librarians play a crucial role in promoting information literacy and critical thinking skills.	3.94	(Strongly Agree) Very Positive	1
8. The public perception of librarianship accurately reflects the diverse responsibilities and expertise of the profession.	3.54	(Strongly Agree) Very Positive	8
9. They are concerned about the future of librarianship in the digital age.	3.46	(Strongly Agree) Very Positive	9
10. They are satisfied with the career choice as a librarian.	3.77	(Strongly Agree) Very Positive	5
<b>Average</b>	3.71	<b>(Strongly Agree) Very Positive</b>	

To sum up, the respondents had a “very positive” attitude towards librarianship with an average weighted mean of 3.71. Someone with a very positive attitude towards librarianship is likely to be a highly motivated and effective librarian. They would also be a great advocate for libraries, promoting their value to the community.

Table 3 presents the respondents' level of involvement in librarianship.

**Table 3***Level of Involvement of the Respondents in Librarianship*

<b>Indicator</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. They actively participate in professional development opportunities related to librarianship.	3.61	(Strongly Agree) Very High	4
2. They regularly attend conferences, workshops, or webinars related to library science.	3.31	(Strongly Agree) Very High	9
3. They are involved in professional organizations or associations for librarians.	3.53	(Strongly Agree) Very High	7
4. They contribute to the field by volunteering my time or expertise to library-related initiatives.	3.30	(Strongly Agree) Very High	10
5. They stay up-to-date on current trends and issues impacting libraries and librarianship.	3.51	(Strongly Agree) Very High	8
6. They regularly share knowledge and resources with colleagues within the library field.	3.59	(Strongly Agree) Very High	6
7. They advocate for the importance of libraries and librarians to the public and policymakers.	3.60	(Strongly Agree) Very High	5
8. They feel a sense of responsibility to contribute to the advancement of the library profession.	3.76	(Strongly Agree) Very High	2
9. They believe involvement in librarianship makes a difference in the communities I serve.	3.77	(Strongly Agree) Very High	1
10. They feel fulfilled and professionally satisfied by my role in contributing to the field of librarianship.	3.71	(Strongly Agree) Very High	3
<b>Average</b>	3.57	<b>(Strongly Agree) Very High</b>	

To sum up, the respondents had a “very high” level of involvement in librarianship with an average weighted mean of 3.57. A very high level of involvement goes beyond simply performing daily tasks well. It is about actively shaping the future of the profession and making a lasting impact.

Table 4 presents the respondents’ level of capability in librarianship.

**Table 4**  
*Respondents' Level of Capability in Librarianship*

<b>Indicator</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. They are confident in the ability to find information on a variety of topics using various information resources.	3.71	(Strongly Agree) Very High	1
2. They are comfortable using library databases, cataloging software, and other relevant technology tools.	3.54	(Strongly Agree) Very High	7.5
3. They possess strong communication skills, allowing me to effectively explain information and research strategies to patrons.	3.54	(Strongly Agree) Very High	7.5
4. They are confident in the ability to create engaging programs and events to serve the needs of the library community.	3.50	(Strongly Agree) Very High	9.5
5. They are comfortable staying up-to-date with the latest trends and technologies in the field of librarianship.	3.60	(Strongly Agree) Very High	5
6. They feel confident in the ability to critically evaluate information sources and assess their credibility.	3.50	(Strongly Agree) Very High	9.5
7. They are comfortable working independently and managing time effectively to complete various library tasks.	3.70	(Strongly Agree) Very High	2.5
8. They are comfortable collaborating with colleagues and other professionals to achieve shared goals.	3.67	(Strongly Agree) Very High	4
9. They believe they possess the necessary skills to effectively advocate for the library and its services within the community	3.56	(Strongly Agree) Very High	6
10. They feel confident in the ability to adapt to new situations and challenges that may arise in the library environment.	3.70	(Strongly Agree) Very High	2.5
<b>Average</b>	3.60	<b>(Strongly Agree) Very High</b>	

To sum up, the respondents had a “very high” level of capability in librarianship with an average weighted mean of 3.60. Librarians with a very high level of capability are likely to be leaders in the profession, inspiring colleagues and continuously improving library services.

Table 5 presents the difference in the respondents' attitude towards librarianship when grouped according to profile variables.

**Table 5**

*Difference in the Respondents' Attitude Towards Librarianship When Grouped According to Profile Variables*

Profile	Test statistic	p-value	Interpretation
Age	(F-test) F = 1.333	0.267	Not Significant
Gender	(t-test) t = -1.107	0.272	Not Significant
Educational attainment	(Kruskal-Wallis test) $\chi^2 = 3.181$	0.204	Not Significant
Length of service	F = 0.468	0.705	Not Significant
<b>Significance level at 0.05</b>			

As reflected in the table, there was no significant difference in the respondents' attitude towards librarianship when grouped according to age ( $F = 1.333$ ,  $p = 0.267 > 0.05$ ), gender ( $t = -1.107$ ;  $p = .272 > 0.05$ ), educational attainment ( $\chi^2 = 3.181$ ;  $p = .204 > 0.05$ ), and length of service ( $F = 0.468$ ;  $p = .705 > 0.05$ ). This means that regardless of the profile variables, the respondents had similar attitude towards librarianship, which was very positive.

Table 6 presents the difference in the respondents' level of involvement in librarianship when grouped according to profile variables.

**Table 6**

*Difference in the Respondents' Level of Involvement in Librarianship When Grouped According to Profile Variables*

Profile	Test statistic	p-value	Interpretation
Age	(F-test) F = 2.449	0.055	Not Significant
Gender	(t-test) t = -0.324	0.747	Not Significant
Educational attainment	(Kruskal-Wallis test) XBD = 3.39 XMD = 3.69 XDD = 3.80 $\chi^2 = 12.440$	0.002*	Significant
Length service	F=01.611	0.195	Not Significant
<b>*Significant at 0.05</b>			

As indicated in the table, there was no significant difference in the respondents' level of involvement in librarianship to age ( $F = 2.449$ ,  $p = 0.055 > 0.05$ ), gender ( $t = 0.324$ ,  $p = 0.747 > 0.05$ ), and length of service ( $F = 01.611$ ,  $p = 0.195 > 0.05$ ). This means that regardless of age, gender, and years in service, the respondents' level of involvement in librarianship was the same, which was very high.

However, there was a significant difference in the respondents' level of involvement in librarianship when grouped according to educational attainment ( $\chi^2 = 12.440$ ;  $p = 0.002 < 0.05$ ). This means that the librarian with a doctoral degree ( $\chi_{DD} = 3.80$ ) had a higher level of involvement in librarianship than those with either a master's degree ( $\chi_{MD} = 3.69$ ) or a

bachelor's degree ( $x_{BD} = 3.39$ ). Further, the librarians with a master's degree ( $x_{MD} = 3.69$ ) had a higher level of involvement in librarianship than those with a bachelor's degree ( $x_{BD} = 3.39$ ).

Table 7 presents the difference in the respondents' level of capability in librarianship when grouped according to profile variables.

**Table 7**

*Difference in the Respondents' Level of Capability in Librarianship When Grouped According to Profile Variables*

Profile	Test statistic	p-value	Interpretation
Age	(F-test) F = 0.658	0.624	Not Significant
Gender	(t-test) t = 0.208	0.836	Not Significant
Educational attainment	(Kruskal-Wallis test) $x^2 = 2.926$	0.232	Not Significant
Length of service	X <sub>1</sub> = 3.08 X <sub>2</sub> = 3.68 X <sub>3</sub> = 3.52 X <sub>4</sub> = 3.66  F = 3.101	0.033*	Significant (Between 1&2, 1&4)
<b>*Significant at 0.05</b>			

As gleaned from the table, there was no significant difference in the respondents' level of capability in librarianship when grouped according to age ( $F = 0.658$ ,  $p = 0.624 > 0.05$ ), gender ( $t = 0.208$ ;  $p = .836 > 0.05$ ), and educational attainment ( $x^2 = 2.926$ ;  $p = .232 > 0.05$ ). This means that regardless of the profile variables, the respondents had similar level of capability in librarianship, which was very high.

However, there was a significant difference in the respondents' level of capability in librarianship when grouped according to length of service ( $F = 3.101$ ;  $p = 0.033 < 0.05$ ). This means that the librarians who had been in service for 1–5 years ( $X_2 = 3.68$ ) had a higher level of capability in librarianship than the rest of the groups. Librarians who had been in service for more than 10 years ( $X_4 = 3.66$ ) had a higher level of capability than those who had been in service for 6–10 years ( $X_3 = 3.52$ ) and less than 1 year ( $X_1 = 3.08$ ). Librarians who had been in service for 6 to 10 years ( $X_3 = 3.52$ ) had a higher level of capability than those who had been in service for less than a year ( $X_1 = 3.08$ ).

Table 8 presents the relationship between the respondents' level of attitude and level of involvement in librarianship.

**Table 8**

*Significant Relationship Between the Respondents' Attitude and Level of Involvement in Librarianship*

	<b>Pearson r value</b>	<b>p-value</b>	<b>Interpretation</b>
The Respondents' Attitude and Level of Involvement in Librarianship	0.520 Moderate correlation	0.000**	Significant
<b>**Significant at 0.01</b>			

As shown in the table, there was a significant relationship respondents' attitude and level of involvement in librarianship as shown by r value of 0.520 (moderate correlation) and the p-value of 0.000, which less than the 0.01 level of significance. This means that the more positive the attitude of the respondents toward librarianship, the higher their level of involvement in it.

Table 9 presents the relationship between the respondents' level of involvement and level of capability in librarianship.

As reflected in the table, there was a significant relationship respondents' level of involvement and level of capability in librarianship as shown by r value of 0.638 (moderate correlation) and the p-value of 0.000, which less than the 0.01 level of significance. This means that the higher the level of involvement in librarianship, the higher the level of capability in it.

**Table 9**

*Significant Relationship Between the Respondents' Level of Involvement and Level of Capability in Librarianship*

	<b>Pearson r value</b>	<b>p-value</b>	<b>Interpretation</b>
The Respondents' level of involvement and Level of capability in Librarianship	0.638 Moderate correlation	0.000**	Significant
<b>**Significant at 0.01</b>			

### **Conclusion**

This study tested the null hypotheses that a) there is no significant difference in the respondents' level of attitude towards librarianship when grouped according to profile variables; b) there is no significant difference in the respondents' level of involvement in librarianship when grouped according to profile variables, c) there is no significant difference in the respondents' level of capability in librarianship when grouped according to profile variables; d) there is no significant relationship between the respondents' level of attitude and level of involvement in librarianship; and e) there is no significant relationship between the respondents' level of involvement and level of capability in librarianship.

Out of the 70 librarian-respondents, 25 or 35.7 percent were aged 25–34; 65 or 92.9 percent were female; 41 or 58.60 percent of the respondents had master's degree; 32 or 45.70 percent of the respondents had been in service for more than 10 years. The librarians had a “very positive” attitude towards librarianship with an average weighted mean of 3.71. They also had a “very high” level of involvement in librarianship with an average weighted mean of 3.57.

Also, librarians had a “very high” level of capability in librarianship with an average weighted mean of 3.60. And there was no significant difference in the respondents' attitude towards

librarianship when grouped according to age ( $F = 1.333$ ,  $p = 0.267 > 0.05$ ), gender ( $t = -1.107$ ;  $p = .272 > 0.05$ ), educational attainment ( $\chi^2 = 3.181$ ;  $p = .204 > 0.05$ ), and length of service ( $F = 0.468$ ;  $p = .705 > 0.05$ ).

There was also no significant difference in the respondents' level of involvement in librarianship to age ( $F = 2.449$ ,  $p = 0.055 > 0.05$ ), gender ( $t = 0.324$ ,  $p = 0.747 > 0.05$ ), and length of service ( $F = 01.611$ ,  $p = 0.195 > 0.05$ ). However, there was a significant difference in the respondents' level of involvement in librarianship when grouped according to educational attainment ( $\chi^2 = 12.440$ ;  $p = 0.002 < 0.05$ ). And there was no significant difference in the respondents' level of capability in librarianship when grouped according to age ( $F = 0.658$ ,  $p = 0.624 > 0.05$ ), gender ( $t = 0.208$ ;  $p = .836 > 0.05$ ), and educational attainment ( $\chi^2 = 2.926$ ;  $p = .232 > 0.05$ ). However, there was a significant difference in the respondents' level of capability in librarianship when grouped according to length of service ( $F = 3.101$ ;  $p = 0.033 < 0.05$ ). There was a significant relationship respondents' attitude and level of involvement in librarianship as shown by  $r$  value of 0.520 (moderate correlation) and the  $p$ -value of 0.000, which less than the 0.01 level of significance.

But there was a significant relationship respondents' level of involvement and level of capability in librarianship as shown by  $r$  value of 0.638 (moderate correlation) and the  $p$ -value of 0.000, which less than the 0.01 level of significance.

Libraries in the Bicol region may tailor their training support and resources to meet the varied requirements of aspiring librarians in all areas of the library profession. Institutions would be well-advised to invest in enrolling librarians to pursue advanced studies, particularly those from librarians with less than a year of service and those aged under 25 years old. Furthermore, recognizing the unbalanced gender distribution which is unfavorable to the male population highlights the significance of inclusivity in survey participation, promoting an increase in marketing the profession which could be attractive to the male demographic.

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### **Declaration of Generative AI and AI-Assisted Technologies in the Writing Process**

AI-assisted technologies used in this paper include replacement of vague and confusing words to provide better choices to provide clarity and to paragraphs. Also used for proofreading and checking for references to narrow the plagiarized statements for the full authenticity of this study.

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