



Assessing Training Needs of LIS Professionals: A Prerequisite for Developing Training Program

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Abstract: *In this survey, LIS professionals from Columban College, Inc. were asked about their training needs and preferred training mode. The researcher employed a descriptive cross-sectional research approach. The survey instrument was distributed to all LIS professionals throughout the Academic Year 2022-2023. A Google form invitation was used to administer it. The participants were informed of their choice to participate in the study. The training needs of LIS professionals are classified in terms of personal and professional competency development. Leadership skills, lifelong learning skills and personal development, interpersonal competencies, and cultural competencies are the much-needed training related to personal competencies. The professional competencies of LIS professionals are grouped according to managing information resources and services. In managing information resources, collection management, e-Resources management, preservation, indexing, and abstracting are needed training. At the same time, selection and acquisition, and cataloging and classification, are moderately needed. Moreover, relative to managing information services, patron training, information literacy, public services/outreach, and children's services are much LIS professionals require. In contrast, access services, reader's advisory, and reference/information are moderately needed. In terms of hardware, system units and input systems are much needed, while storage is moderately needed. Relative to software, operating systems, utility, application, communication software, and application of information tools and technologies, are much needed. Managing information organizations, strategic planning/policy formulation, financial management/budgeting and funding, project management/research, personnel management, public relations/marketing and promotion, collaboration/networking, and facilities management are much-needed training by the LIS professionals. Moreover, the LIS professionals' much-preferred methods for training provisions are the face-to-face instructional method, online/webinar method, practical hands-on method, web-based training and computer tutorials, and books and references or self-learning.*

Keywords: *Training needs, assessment, library and information science, professionals, training program, descriptive cross-sectional design*

INTRODUCTION

Education is seen as a big consumer of modern technology and changes in teaching, learning methods, scientific research, and educational quality in different parts of the world and across the globe. Investing in knowledge and analysis is one way to improve human resources, meet social needs, and create new skills to meet the challenges of the modern era (Abouelenein, 2016). Academic and research libraries are primarily designed to assist people in learning, teaching, and conducting research.

They are the beating heart of the academic system because they house a wealth of information relevant to the institution's various fields of study (Librarian et al., 2018). According to Abba and Dawha (2009), all libraries try to have efficient personnel to provide effective library service to the community they intend to serve, regardless of whether they use a public university, a school, or a private library. As a result, training and growth are essential in the library profession. Each library organization

must define what it means by a desirable efficiency level, as requirements vary from library to library and country to country. On the other hand, training and development should ensure successful performance for both the library system and its users. Staff training and development are vital in developed and developing countries (Olaniyan & Ojo, 2008). Furthermore, training and development can help solve several problems with the people who work at an institution. Many things can be done to help organizations be more productive, improve work quality, and boost employee morale. These include assisting people in learning new skills and knowledge for their jobs, using new tools and machines, and making sure businesses don't waste money and resources on accidents, lateness, and absenteeism. Making new policies or regulations, preventing skill and technology obsolescence, increasing performance that meets job standards, and making replacement schedules are just ways it helps. It also helps make sure that the institutions will be able to stay alive and always grow (Olaniyan & Ojo, 2008).

Many studies (Olaniyan & Ojo, 2008; Yeboah & Antwi, 2001; Ajidahun, 1989; Alemna, 2001; Adanu, 2007) claimed that librarians and library personnel have a lot more work to accomplish because their clients have diverse research needs. It's difficult for them to be open-minded and welcoming to queries while still knowing how to meet the client's information demands. Lamptey, Boateng, and Antwi (2013) did a study on the motivation and performance of librarians in Ghana's public universities. 45.8% of the people who took the survey said that career growth and training were the most important things in their jobs. In their study on Training and Development Issues: Evidence from Polytechnic Libraries, Asante and Alemna (2015) said that training and development programs should be organized to help library employees move up in their jobs. Many people who work in the library want to learn how to use ICT technology in their places of work (Bhatti & Nadeem, 2014).

Lecturers in institutions believe there is a gap between what they know now and what they need to know to better their research and teaching because of the new expectations and difficulties.

On the other side, training was required. Training is regarded as beneficial, and it is difficult to send someone on a costly training course without first ensuring that the course is worthwhile or even that the course is appropriate for the individual. LIS professionals should consider what they think about the areas in which they believe they are good, need training, and think they're awful but don't realize it. The first stage in this process is to assess your needs. This is what this procedure should be built on. A needs analysis may reveal that there are multiple training requirements. These requirements should be prioritized to ensure that they receive the most attention. Make a written strategy for them or create a database for future training. As a result, they must determine what type of training they require (Akinagbe & Baiyeri, 2011). Assessment of Training Needs (TNA) is a triangle phrase that includes training (any action to get information, learn new skills, or change your attitude), needs (the gap between what is already there and what you want or need), and evaluation (process for identifying needs and placing them in priority order). To get better results, you should invest in the training of academics who teach at your school. TNA is the first step in developing an appropriate, cost-effective training program with specific goals for learning and practicing information and skills (Yousif et al., 2019).

Columban College, Inc. LIS professionals were asked about their training needs and preferred training method in this study. It was done for the academic year 2022-2023.

METHODOLOGY

The researcher employed a descriptive cross-sectional research approach (Bueno, 2018). It entails gathering information to answer questions on the state of the study's topic; data is often collected using a closed-ended survey questionnaire or an interview over a set period. The questions were all closed-ended. A response can be ascribed objectively and dependably with a minimum of subjective interpretation or inaccuracy on the researcher's side. It defines and analyzes what is happening in terms of existing conditions or relationships, held attitudes, ongoing processes, visible effects, or emerging

trends. It is largely focused on the present, but it frequently evaluates historical events and influences considering current circumstances. The survey instrument was distributed to all LIS professionals throughout the Academic Year 2022-2023. A Google form invitation was used to administer it. The participants were informed of their choice to participate in the study. As a result, the researcher clearly outlined the study's main purpose and objective. Participants were guaranteed privacy in their identification and were not compelled to complete the survey. The participants' preferences were measured using a four-point Likert type scale ranging from 4 = very much needed/preferred; 3 = much needed/preferred; 2 = moderately needed/preferred, and 1 = not needed/ preferred. The items in the questionnaire were worded and targeted at gathering the necessary information for improving LIS procedures. The Cronbach's alpha, a way of assessing internal dependability, was used to determine internal consistency and reliability. The items have a Cronbach's alpha coefficient of 0.87. Cronbach's alpha must be higher than 0.70. As a result, the questionnaire was trustworthy. Weighted Mean was used to analyze the data (Bueno, 2018).

RESULTS and DISCUSSION

1. Training Needs of LIS Professionals.

Using the following scale, the instrument was used to collect vital data about the training needs of LIS professionals at CCI over the last three years via a Google form: (4) indicates a high level of need; (3) indicates a moderate level of need; (2) indicates a moderate level of need; and (1) indicates no need.

1.1 Personal Competencies. According to the LIS professionals, leadership skills (3.00), lifelong learning skills and personal development (3.00), interpersonal competences (2.80), and cultural competencies (2.60) are the much-needed training related to personal competencies. On the other hand, good oral and written communication skills (2.40), customer service orientation (2.20), and ethics and values (2.40) are moderately needed training.

1.2 Professional Competencies. The professional competencies of LIS professionals are grouped according to managing information resources and services. In terms of managing information resources, collection management (2.60), e-Resources management (2.80), preservation (3.20), and indexing and abstracting (2.80) are the much-needed training. At the same time, selection and acquisition (2.20), and cataloging and classification (2.20), are moderately needed. Moreover, relative to managing information services, patron training (2.40), information literacy (3.00), public services/outreach (2.80), and children's services (2.40) are much needed by the LIS professionals, while access services (2.00), reader's advisory (2.40), and reference/information (2.20), are moderately needed.

1.3 Managing Information Tools and Technologies. Technology competencies are in terms of hardware and software. In terms of hardware, system units (3.00) and input systems (3.00) are much needed, while storage (2.40) is required moderately. Relative to software, operating systems, and utility (3.60), application (3.00), communication software (3.00), and application of information tools and technologies (3.00), are much needed.

1.4 Managing Information Organizations. In terms of managing information organizations, strategic planning/policy formulation (3.00), financial management/budgeting and funding (3.00), project management/research (3.20), personnel management (3.00), public relations/ marketing and promotion (3.20), collaboration/ networking (3.20), and facilities management (3.00), are much-needed training by the LIS professionals.

Table 1
Training needs of LIS professionals

A. Personal Competencies	X	DR
Good oral and written communication skills	2.40	Moderately Needed
Customer service orientation	2.20	Moderately Needed
Leadership Skills	3.00	Much Needed
Lifelong Learning skills and personal development	3.00	Much Needed
Ethics and values	2.40	Moderately Needed
Interpersonal competencies	2.80	Much Needed
Cultural competencies	2.60	Much Needed
B. Professional Competencies	X	DR
1. Managing Information Resources	-	-
1.1 Selection and acquisition	2.20	Moderately Needed
1.2 Cataloging and Classification	2.20	Moderately Needed
1.3 Collection Management	2.60	Much Needed
1.4 E-Resources Management	2.80	Much Needed
1.5 Preservation	3.20	Much Needed
1.6 Indexing and Abstracting	2.80	Much Needed
2 Managing Information Services	-	-
2.1 Access Services	2.00	Moderately Needed
2.2 Reader's Advisory	2.40	Moderately Needed
2.3 Reference/Information	2.20	Moderately Needed
2.4 Patron Training	2.40	Much Needed
2.5 Information Literacy	3.00	Much Needed
2.6 Public Services/Outreach	2.80	Much Needed
2.7 Children's Services	2.40	Much Needed
C. Managing Information Tools and Technologies	X	DR
1. Technology Competencies	-	-
1.1 Hardware	-	-
1.1.1 System Units	3.00	Much Needed
1.1.2 Input System	3.00	Much Needed
1.1.3 Storages	2.40	Moderately Needed
1.2 Software	-	-
1.2.1 Operating systems and utility	3.60	Much Needed
1.2.2 Application	3.00	Much Needed
1.2.3 Communication software	3.00	Much Needed
2. Application of information tools and technologies	3.00	Much Needed
D. Managing Information Organizations	X	DR
1. Strategic Planning/Policy Formulation	3.00	Much Needed
2. Financial Management/Budgeting ad Funding	3.00	Much Needed
3. Project Management/Research	3.20	Much Needed
4. Personnel Management	3.00	Much Needed
5. Public Relations/Marketing & Promotion	3.20	Much Needed
6. Collaboration/Networking	3.20	Much Needed
7. Facilities Management	3.00	Much Needed
Overall X	2.77	Much Needed

Legend: 4 (3.26-4.00) Very Much Needed; 3 (2.51-3.25) Much Needed; 2 (1.76-2.50) Moderately Needed and 1 (1.00-1.75) Not Needed

2. Preferred Methods for Training Provision. A Google form was utilized to collect information on people's preferred training methods. They utilized the scale below to do so. (4) indicates a strong preference; (3) indicates a substantial preference; (2) indicates a moderate preference; and (1) indicates no preference at all. The much-preferred methods for training provisions by the LIS professionals are the face-to-face instructional method (3.80), online/webinar method (3.20), practical

hands-on method (3.60), web-based training, and computer tutorials (3.40), and books and references or self-learning (3.00).

Table 2
Preferred methods for training provision

Preferred Methods for Training Provision	X	DR
Instructional face to face method	3.80	Much Preferred
Online/Webinar method	3.20	Much Preferred
Practical hands-on method	3.60	Much Preferred
Web-based training and computer tutorials	3.40	Much Preferred
Books and references (Self-learning)	3.00	Much Preferred
Overall X	3.45	Much Preferred

CONCLUSIONS AND RECOMMENDATIONS

This survey asked LIS professionals from Columban College, Inc. about their training needs and preferred training mode. It was completed for the school year 2022-2023. The training needs of LIS professionals are classified in terms of personal and professional competency development. Leadership skills, lifelong learning skills and personal development, interpersonal competencies, and cultural competencies are the much-needed training related to personal competencies. The professional competencies of LIS professionals are grouped according to managing information resources and services. In managing information resources, collection management, e-Resources management, preservation, indexing, and abstracting are the much-needed training. At the same time, selection and acquisition, and cataloging and classification, are moderately needed. Moreover, relative to managing information services, patron training, information literacy, public services/outreach, and children's services are much needed by the LIS professionals. In contrast, access services, reader's advisory, and reference/information are moderately needed. In terms of hardware, system units and input systems are much needed, while storage is moderately needed. Relative to software, operating systems, utility, application, communication software, and application of information tools and technologies, are much needed. In terms of managing information organizations, strategic planning/policy formulation, financial management/budgeting ad funding, project management/research, personnel management, public relations/marketing and promotion, collaboration/networking, and facilities

management are much-needed training by the LIS professionals.

Moreover, the LIS professionals' much-preferred methods for training provisions are a face-to-face instructional method, online/webinar method, practical hands-on method, web-based training and computer tutorials, and books and references or self-learning. Thus, a LIS professional development program may be institutionally designed, implemented, and monitored in the next three years.

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