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**FACTORS AFFECTING THE PERFORMANCE OF  
LIBRARY AND INFORMATION PROFESSIONALS  
IN THE LIBRARIANS' LICENSURE EXAMINATION (LLE) 2006-2010,  
PART 2: YEAR OF GRADUATION, ACADEMIC DEGREES,  
AND EDUCATIONAL INSTITUTIONS**

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**Abstract**

*This article presents factors such as year of graduation, academic degrees, and educational institutions, that affect the performance of the LLE takers for the years 2006-2010. These factors were then correlated with the passing percentage for the years 2005-2010. It was found out that all these factors do not significantly affect performance in LLE.*

**Introduction**

Rapid advances in information and communication technologies (ICT) have altered the way Librarians and Information Professionals practise their trade. In addition to basic Library and Information Science (LIS) knowledge and skills, ICT expertise is now a necessary component of organization and dissemination of information. In this current digital environment, LIS professionals are expected to have acquired the necessary ICT skills in order to meet the information needs of the more sophisticated information seekers. This, plus the challenges posed by the increasing demand for librarians and information specialists in the Philippines, are major hurdles faced by the profession at present. What aggravates the situation is the declining number of passers in the Librarians' Licensure Examination (LLE), such that there are not enough licensed librarians to fill in the vacant Librarian positions all over the country.

Republic Act No. 6966, also known as the Philippine Librarianship Act of 1990, requires LIS graduates to pass the LLE before they could assume a Librarian's position. The original law was repealed by Republic Act No. 9246, enacted on February 19, 2004. The new law limits the LLE examinees to those who have earned at least one of these two academic degrees: Bachelor of Library and Information Science (BLIS) or Master of Library and Information Science (MLIS).

The six major subjects covered by the LLE are Library Administration, Cataloging and Classification, Reference, Bibliography and Information Services, Collection Development involving Multimedia Resources, Indexing and Abstracting, and Information Technology. The law mandates that an examinee must obtain "a weighted general average of seventy-five percent (75), with no grade lower than fifty percent (50) in any subject" (Section 17 of

Republic Act No. 9246, 2004).

Statistics show that, compared with other professionals, librarians do not perform as well as expected in the professional licensure examinations. While some professions like Physicians, Medical Technologists, and Guidance Counselors (Professional Regulation Commission, 2012, 2012a, 2012b) register 55 or more passing percentage, the librarians' average passing rate is declining. (Nera, et al., 2009). Data for the last ten years(2004-2013) show that the average passing rate for LLE takers is only 33.1 (Table 1).

**Table 1.** *Performance of Library and Information Professionals in the Librarians' Licensure Examination (LLE), 2004-2013*

Year	Number of Examinees (8113)	Number of Passers (2679)	Number of Non-Passers (5434)	Passing Percentage
2004	599	174	425	29.05
2005	762	240	522	31.50
2006	825	303	522	36.73
2007	868	278	590	32.03
2008	1,003	237	766	23.63
2009	947	284	663	30
2010	699	191	508	27.32
2011	764	211	553	28
2012	812	379	433	47
2013	834	382	452	45.8
Averages	811	268	543	33.1

Concern about the shortage of librarians in the Philippines and the lack of previous studies on the subject mandate the urgency of pinpointing the factors behind the diminishing passing percentage. Statistics available at the Professional Regulation Commission's (PRC) data bank served as the basis for comparing various variables and their effect on the passing rate. Knowledge of significant variables will help the Board for Librarians in the formulation of policies and plans of action to address the problem.

### Objectives and Scope

This paper constitutes the second part of a research study conducted in 2011, which aims to determine the factors which are presumed to have a bearing on the dwindling performance of examinees in the LLE. Part 1 focused on correlating age, gender, and type of examinees (first-time takers or repeaters) with a passing failing rate in the LLE. This Part 2 now looks into the relationships between dates of graduation, academic degrees, and educational institutions on the performance of LIS degree holders who took the licensure examination. The expected outcome is a clear profile of LLE takers and the significant factors that contribute to their low passing percentage. Correlating the profile of the examinees with their performance in the licensure examination will help the Board of Librarians in formulating strategies that would boost the formulation of future policies and action programs for the

improvement of the passing percentage. As in Part 1, this study examines data over a five-year period, i.e., all examinees' vital statistics from 2006 to 2010 as data from 2006 are the earliest that are available in the PRC data bank.

## Methodology

The data used in this study were sourced from PRC's Educational Statistics Task Force (ESTF) data bank. The ESTF is responsible for maintaining an electronic database of information encoded from examinees' application forms for all professions. For this part of the study, computer-generated statistics on year of graduation, university degrees, and educational institutions were carefully analyzed, compared, and correlated with the passing percentages for the years under study. Comparative results are presented in tabular format for ease in visualizing the impact of the various factors being studied.

## Results and Discussion

### Year of Graduation and LLE Performance

Years of graduation for the 2006-2010 examinees were sorted into 4 ranges: earlier than 1980, 1980-1990, 1991-1999, and 2000 or later.

Table 2 shows data pertaining to year of graduation in 4 ranges and the corresponding number of passers and non-passers. The figures in parentheses after each year represent the total number of examinees for the particular year.

**Table 2.** Year of Graduation and LLE Performance

YEAR OF GRADUATION	2006 (825)		2007 (868)		2008 (1003)		2009 (947)		2010 (699)		2006-2010 (4342)		Total per group	
	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed		
<1980	2	3	1	5	2	5	0	3	0	3	5	19	24	.55
1980-1990	11	49	8	57	10	72	3	59	1	43	33	280	313	7.2
1991-1999	29	93	25	111	16	130	22	107	2	66	94	507	601	14
2000 or later	260	373	244	414	209	557	259	494	188	395	1160	2233	3393	78
Erroneous	1	4	0	3	0	2			0	1	1	10	11	.25
TOTAL	303	522	278	590	237	766	284	663	191	508	1293	3049	4342	100

As expected, those who graduated in 2000 and later constitute the main bulk of takers (3393) at 78 of the total number of examinees for the 5-year period. The high volume is expected as fresh graduates normally take the LLE right after earning their degrees. However, this group showed a low number of passers (1160) or 26.76. The smallest group of takers come from those who graduated before 1980, only 24. This small figure may be attributed to the fact that many of those who graduated before 1980 availed of the "Licensure without Examination" provision of R.A. 9246. (Is this the correct term as provided #in# RA 9246 or the Grandfather Clause? Again there are more non-passers than passers in this group.

The cells tagged as erroneous in this table contain dates of graduation, which are considered dubious or unrealistic, e.g., the dates as encoded are later than the date of the examination or are way too close by a few days or (weeks) to the date of LLE.

It is noticeable that in all dates of graduation groups, non-passers outnumber the passers

throughout the period under study. Owing to the small number of takers, the <1980 group showed the least difference between passers (5) and non-passers (19).

It has been perceived that the smaller the gap between date of graduation and the date of the LLE, the better the retentivity and the higher the passing rate. However, the data in Table 2 do not support this. While the 2000 or later group exhibited the highest number of takers (3393) and passers, it also has the highest number of non-passers. In fact, non-passers (2233) outnumber passers (1160) by almost 50. Hence, we cannot safely say that date of graduation is a major factor that influences passing the LLE.

## II. Academic Degrees and LLE Performance

The PRC data bank has recorded all the university degrees specified in the application forms of LLE applicants. Some of the degrees listed are those that do not relate to library and information science. Examples are BA in Mathematics, BS in Commerce, Master in Business Administration, etc. It is assumed that these takers finished their Master's degree major in Library Science or Information Science, as only those with LIS specialization in either graduate or undergraduate degrees are allowed to take the LLE. Hence, in correlating the degrees, only those that pertain to LIS were counted.

Table 3 shows the number of university degrees earned by examinees who took the LLE from 2006 to 2010. In 2008 and 2009, 1 and 5 applicants left the degree blank vacant, respectively. This is rather surprising because the degree earned is a determinant of whether the person is qualified to take the LLE or not. A transcript of school records is required of all applicants so it is not possible for the degree requirement to be left blank. This could possibly be due to omission in encoding.

**Table 3.** *Number of Undergraduate and Graduate Degrees of LLE Examinees*

Year	Number of Degrees
2006	26
2007	29
2008	38
2009	5
2010	18

The low number of degrees recorded for 2009 may be attributed to the fact that it was in this year, when the exclusion provision of Republic Act No. 9246 took effect. Article 3, Section 15 of the law is reproduced below:

“SECTION 15. Qualifications of Applicants – Applicants for licensure examination must meet the following qualifications at the time of filing of applications:

- a. Citizen of the Philippines or a foreign citizen whose country has reciprocity with the Philippines as regards the practice of librarianship;
- b. Good health and good moral character, and
- c. Graduate of Bachelor's degree in Library Science and Information

Science: Provided, That a holder of a master's degree in Library and Information Science shall be allowed to qualify for application to the licensure examinations: Provided, further, That within five (5) years from the effectivity of this Act, holders of the following degrees shall also be allowed to qualify for application to the licensure examination:

1. Bachelor of Science in Education or Elementary Education; or Bachelor of Arts with a major or specialization in Library Science;
2. Master of Arts in Library Science or Library and Information Science; or
3. Any masteral degree with concentration in Library Science.”

Based on item c, from 2009 onwards only BLIS and MLIS degree holders were allowed to take the LLE, with the exception of repeaters.

Out of the numerous degrees listed in Table 4, only 5 reached the 50 or more passing percentage and some of them are not consistent throughout the 5-year period, as indicated by the red-colored numbers in the cells. MA in Education degree holders gave a consistent 50 or more passing percentage, with an average of 82.50. However, it is important to note that there are only 9 takers during the 5-year period, with no taker in 2009. Considering the higher number of takers with the BLIS degree, it can be said that they gave the best performance with 648 takers and an average passing percentage of 55.41. This could be higher if data for 2009 were available. The PRC databank does not have data on BLIS degree holders who took the exam in 2009. The last row, labeled “Others” in Table 4 contain data pertaining to degrees not related to Library and Information Science, e.g. B.S. in Economics, B.S. Computer Science, etc. These are presumably the undergraduate degrees of Library and Information professionals who pursued their Master's degree after finishing another course. (What is the explanation for unavailability of data of BLIS for 2009 when there is data for MA in Library Science? I think there should be an #explanation# for this. What would Others include? This item should also be discussed and explained.)

**Table 4.** Undergraduate and Graduate Degree Holders with 50 or more Passing Percentage

DEGREE	2006			2007			2008			2009			2010		
	Ex	Pass	Passed	Ex	Pass	Passed	Ex	Pass	Passed	Ex	Pass	Passed	Ex	Pass	Passed
BLIS	113	69	61.06	131	87	66.41	82	38	46.34	No data	No data	No data	322	154	47.83
BSEEd	17	3	17.65	6	1	16.67	2	1	50	8	1	12.50	3	0	0
BSE	330	108	32.73	336	83	24.70	188	34	18.09	1	1	100	231	16	6.93
MAEd	1	1	100	5	4	80	1	1	100	No taker			2	1	50
MLAdm	No taker			1	0	0	1	1	100	No taker			No taker		
MALS	7	4	57.14	27	8	29.63	7	4	57.14	248	107	43.15	12	5	41.67
MLS	18	15	83.33	3	2	66.67	16	8	50	No taker			18	8	44.44
MSLIS	3	2	66.67	1	0	0	6	2	33.33	No taker			5	1	20
Others (Non-LIS)	7	4	57.14	4	3	75	7	7	100	1	0	0	2	1	50
<b>Total</b>	<b>489</b>	<b>202</b>	<b>41.31</b>	<b>510</b>	<b>185</b>	<b>36.27</b>	<b>303</b>	<b>89</b>	<b>29.37</b>	<b>258</b>	<b>109</b>	<b>42.24</b>	<b>593</b>	<b>185</b>	<b>31.20</b>

It is surprising to note that two major LIS-related professions did not make it to the 50 or more passing percentage. Table 9 shows the data for the BLS and BSLS degrees.

**Table 5.** Performance of Examinees holding the Bachelor of Library Science and the Bachelor of Science in Library Science Degrees

Degree	Year of Exam	No. of Examinees	No. of Passers	Passed
BLS	2006	90	27	30
	2007	41	9	21.75
	2008	40	7	17.50
	2009	1	0	0
	2010	5	0	0
Totals for BLS	2006-2010	177	43	24.29
BSLS	2006	69	30	43.48
	2007	112	46	41.07
	2008	488	116	23.77
	2009	691	174	25.18
	2010	16	1	6.35
Totals for BSLS	2006-2010	1,376	367	26.67

The BSLS degree has the most number of takers and shows the most number of passers compared with the BLS degree, but the passing percentage is way below the 50 passing rate showed by other degrees. The declining number of takers with either degree could be attributed to the phasing out of these degrees in favour of BLIS.

#### Educational Institutions and LLE Performance

The LLE examinees in the study are undergraduate or graduate degree holders from more than 100 universities and colleges. The highest number of academic institutions represented in the #LLE is 142 in 2008#. A downward trend is seen from 2008 up to #2010#.

**Table 6.** Academic Institutions with LLE Examinees

Year	Academic Institutions with LLE Examinees	Academic Institutions with Passers	Academic Institutions with No Passers
2006	103	66	37
2007	128	68	60
2008	142	64	78
2009	130	59	71
2010	103	43	60

The average number of institutions with LLE takers is 121.2 for the 5-year period. The average number of universities and colleges with no passer is 61.2, while the average for those with passers is 60.

Out of more than one hundred institutions who fielded examinees per year, only twenty (20) institutions achieved a passing rate of 50 or higher for at least 2 years. These are listed in Table 7. The shaded rows are those that consistently showed a passing percentage of 50 or more in five (5) years. The figures in red show data which are below 50 passing percentage.

**Table 7. Academic Institutions with at least 50 Passing Rate for 2 or More Years**

SCHOOL	2006			2007			2008			2009			2010		
	Ex	Pass	Pass												
1. ADVENTIST INTERNATIONAL INSTITUTE OF ADVANCED STUDIES	1	1	100	6	5	83.33	0			2	1	50	0		
2. ATENEO DE NAGA	0			2	2	100	0			3	3	100	4	3	75
3. BENGUET STATE UNIVERSITY-LA TRINIDAD	1	0	0	22	9	40.91	32	10	31.25	32	19	59.38	13	8	61.54
4. CENTRAL PHILIPPINE UNIVERSITY	7	4	57.14	5	3	60	7	4	57.14	3	1	33.33	3	2	66.67
5. HOLY ANGEL UNIVERSITY	7	4	57.14	4	3	75	3	1	33.33	12	8	66.67	5	4	80
6. LA CONSOLACION COLLEGE-BACOLOD CITY	0			1	1	100	3	1	33.33	7	2	28.57	6	4	66.67
7. MINDANAO STATE UNIVERSITY - ILAGAN INSTITUTE OF TECHNOLOGY	2	1	50	2	1	50	3	1	33.33	4	1	25	1	0	0
8. MINDANAO STATE UNIVERSITY - MARAWI CITY	13	10	76.92	15	8	53.33	9	7	77.78	15	10	66.67	9	3	33.33
9. NOTRE DAME OF DADIANGAS COLLEGE	3	3	100	0			3	3	100	2	2	100	0		
10. PHILIPPINE NORMAL UNIVERSITY - MANILA	41	21	51.22	44	25	56.82	57	22	38.60	27	9	33.33	22	11	50
11. PHILIPPINE WOMEN'S UNIVERSITY - MANILA	2	1	50	1	1	100	3	1	33.33	1	0	0	1	0	0
12. SAINT LOUIS UNIVERSITY	11	10	90.91	6	4	66.67	11	10	90.91	2	0	0	6	5	83.33
13. SAINT MARY'S UNIVERSITY	8	1	12.50	8	2	25	7	3	42.86	14	7	50	9	5	55.56
14. SAINT THERESA'S COLLEGE - CEBU	1	1	100	1	1	100	0			0			0		
15. UNIVERSITY OF SAINT LA SALLE	0			2	1	50	1	1	100	0			0		
16. UNIVERSITY OF SAN CARLOS	14	8	57.14	13	9	69.23	16	10	62.50	17	11	64.71	12	6	50
17. UNIVERSITY OF SANTO TOMAS	14	13	92.86	11	9	81.82	13	7	53.85	18	11	61.11	13	7	53.85
18. UNIVERSITY OF SOUTHEASTERN PHILIPPINES-DAVAO CITY	1	1	100	0			1	1	100	18	11	61.11	13	7	53.85
19. UNIVERSITY OF THE PHILIPPINES - DILIMAN	39	37	94.87	48	47	97.92	40	34	85	45	43	95.56	40	39	97.50
20. WEST VISAYAS STATE UNIVERSITY-LA PAZ	19	14	73.68	11	3	27.27	4	0	0	4	2	50	2	0	0

The institutions that consistently showed a passing average of more than 50 in the study period are ranked in Table 8. Notre Dame of Dadiangas and St. Theresa's College, Cebu, both registered 100 passing percentage but these two fielded only a small number of examinees. The University of the Philippines (UP) has consistently been the top performing school in the LLE with an average number of 42 examinees per year and an average passing percentage of 94.17.

Only universities or colleges who fielded at least 50 examinees in the LLE deserve to be included in the list of top performing schools.

**Table 8.** *Ranking of Academic Institutions That Consistently Achieved more than 50 Passing Percentage from 2006 to 2010*

Academic Institutions	% PASSED 2006	% PASSED 2007	% PASSED 2008	% PASSED 2009	% PASSED 2010	Average Percentage
1. NOTRE DAME OF DADIANGAS COLLEGE	100	No taker	100	100	No taker	100
2. SAINT THERESA'S COLLEGE - CEBU	100	100	No taker	No taker	No taker	100
3. UNIVERSITY OF THE PHILIPPINES - DILIMAN	94.87	97.92%	85.00%	95.56	97.50	94.17
4. ATENEO DE NAGA	No taker		No taker	100	75	91.67
5. ADVENTIST INTERNATIONAL INSTITUTE OF ADVANCED STUDIES	100.00	83.33	No taker	50	No taker	77.78
6. UNIVERSITY OF SAINT LA SALLE	No taker	No taker	50	100	No taker	75
7. UNIVERSITY OF SANTO TOMAS	92.86	81.82	53.85	61.11	53.85	68.70
8. UNIVERSITY OF SAN CARLOS	57.14	69.23	69.23	64.71	50.00	62.06
9. UNIVERSITY OF SOUTH-EASTERN PHILIPPINES- DAVAO CITY	100.00	No taker		61.11	53.85	63

Table 8 shows the academic institutions that produce quality graduates, those who pass the LLE with flying colors. Unfortunately, there are only nine of them.

## Conclusion and Recommendations

### Year of Graduation.

The main bulk of examinees (3393 or 78) consists of those who graduated in 2000 and later. This group produced 1,160 passers and 2,233 non-passers. The high passing rate is expected as fresh graduates tend to retain more of what they have learned in school better than those who graduated earlier. But the big number of non-passers which constitutes 65.8 of the total for this group negates the presumption that retentivity is a major factor influencing the

results of the LLE.

The smallest group of takers come from those who graduated before 1980, only 24 during the period under study. Again there were more non-passers than passers in this group. It is noticeable, though, that in all date of graduation groups, non-passers outnumber the passers throughout the period under study. Hence, we cannot safely say that retentivity is the main factor that determines passing the LLE.

#### Academic Degrees.

There are 38 unique degrees listed in 2008; in 2009, there were only 5. Out of the numerous degrees listed in Table 8, only 5 reached the 50 or more passing percentage and some of them were not consistent throughout the 5-year period. The top 3 degrees with the highest number of takers are BSLS with 1,376, Bachelor of Secondary Education, with 854, and BLIS with 648. MA in Education degree holders gave a consistent 50 or more passing percentage, with an average of 82.50. However, it is important to note that there are only 9 takers during the 5-year period, with no taker in 2009. Considering the higher number of takers with the BLIS degree, it can be said that this group gave the best performance with 648 takers and an average passing percentage of 55.41. This could be higher if data for 2009 were available.

#### Educational Institutions.

The average number of institutions with LLE takers is 121.2 for the 5-year period. The average number of universities and colleges with no passer is 61.2, while the average for those with passers is 60. The institutions with passers are outnumbered by those with no passers. There are 19 colleges and universities with 50 or more passing percentage for at least two years. Out of these, only 9 institutions stand out as having a consistent average percentage passing of more than 50 in the period under study. A list of 134 non-performing academic institutions is provided in Appendix A.

While all other factors in this study have no major impact on LLE performance, the only major variable that remains as a major influence is the academic institution and the quality of education it offers. This study shows that above anything else, the quality of education is the biggest factor that influences performance in the LLE. There are more schools with 0 passers than those with passers. Specifically, there are 134 schools with zero or less than five passers during the period under study. And there are only 9 that showed a consistent record of more than 50 passing percentage for the 5-year period.

The Bachelor of Library and Information Science and the Master of Library and Information Science curricula have been revised by experts from the Commission on Higher Education and the Board for Librarians. While the prescribed curricula are already in place, their implementation plus the teaching method, resources and facilities available in academic institutions should be given a closer look. Regular monitoring of schools with no passers should be undertaken. The list of higher institutions that have no passers has been submitted by the BFL to the Commission on Higher Education for evaluation and proper sanctions. Schools with no passers for more than three years should discontinue offering these courses.

Future research may be directed towards how the CHED-proposed curricula for Library and Information Science degrees are religiously implemented in institutions with low number or zero passers. The qualifications of LIS faculty, the Library resources and facilities, and the availability of tools of the trade in these institutions must also be evaluated. An analysis of the impact of type of examinees on the various factors studied here could also be pursued, based on the premise that repeaters may be pulling down the performance of the various age groups, various degree holders, academic institutions, etc. Another significant factor that could be investigated is the analysis of test questions to determine test quality. It would be good for the profession if the current BFL members could put these in their agenda.

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