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Why Are Filipino Academic Librarians Reluctant to Do Research? Investigating the Realities

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Abstract

In the Philippines, the need for librarians to conduct research is both statutory and personal. Despite the impetus, few Filipino librarians embark on research. This study attempts to describe the lived experiences of librarians focusing on the angle that limits them to conduct research. Interviews were conducted online with 7 academic librarians from 3 private universities in Iloilo City. Facts about the reality formed from the respondents' experiences answered the essential question why librarians are reluctant to conduct research. Five major themes emerged: (1) research competency; (2) inadequate formalized support from the administration for librarians; (3) research mentorship; (4) library routine work/multitasking functions; and (5) coping with self-pity and disappointment. The findings from this study, which is anchored on interpretivism, provide insights to a different perspective of investigating the realities in a developing country delving into a deeper discussion on the reasons behind their reluctance.

Keywords: Academic Librarians; Research Output; Research Support; Research Competency; Phenomenology

1. Introduction

Research is indispensable in higher education institutions which entails every academic library to build an equitable access to diverse and reliable information. Beyond information curation, librarians are also expected to be knowledge creators and co-creators by conducting research. However, in less developed countries like the Philippines, research is lagging behind and having less research output and productivity compared to other countries, which the Commission on Higher Education seeks to remedy (Salazar-Clemeña & Almonte-Acosta, 2007). Since libraries are important in research, academic librarians should ideally be competent in research to offer the best support for a university's research. However, there are few librarian researchers in the Philippines (Apolinario et al., 2014). This was supported by the study of Yap (2020) which showed that a few outputs of Filipino librarians from 2015–2019 with an average of nine scholarly outputs published per year from Filipino librarians in Scopus-indexed journals based on data from SciVal.

The purpose of the study is to explore and understand the lived experience of academic librarians who have not conducted research. The researchers sought to answer the main research question, "What does it mean to work as a librarian without research experience?" Specifically, the following questions were raised:

(1) Why are the librarians reluctant to do research?

(2) What are the issues and challenges have they encountered?

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(3) How did librarians cope with the inadequacy of their research?

1.1 Filipino librarians delving into research: The scenario

The need for librarians to conduct research is both statutory and personal. Some have realized the value of it for professional development, but more importantly, research is a requirement for the members of the academic community in the light of building a culture of research. The Commission of Higher Education, a governing body in higher education, issued the latest standards for libraries in higher education institutions common to all programs in 2021 mandating that "The conduct of research to improve library and information services shall be institutionalized (p. 2)." It also mandated that there should be a continuous library personnel development program to promote career progression and specialization (Commission on Higher Education, 2021). Moreover, the Standards for Philippine Libraries explicitly states that a professional librarian should have faculty status, with the same benefits as the teaching faculty (Nera et al., 2007). As librarians have faculty status, they are also expected to produce research and not just assist faculty in conducting their research. Librarians who have no actual experience in conducting research do not have adequate understanding of the research process. Therefore, they will not fully appreciate the problems, concerns, and needs of the faculty conducting research (Kha & Mai, 2019). In Philippine higher education, the number of research and publications from faculty depends on the horizontal typology of the institution. The Commission on Higher Education requires higher research production for an autonomous university than a deregulated university.

The Philippine Association for Academic and Research Libraries [PAARL] (2022) updated their Standards for Academic Libraries. Area 3, Status of Librarians, states: "Where faculty rank exists, professional librarians shall meet the same requirements for promotion and tenure as other faculty. Professional librarians shall participate in research undertakings, actively engage in the work of professional organizations, and may be allowed to undertake consulting and other professional tasks outside of their regular work hours. They should be encouraged to find advancement within the library without necessarily having to engage in administrative or supervisory work (pp. 5-6)." In the area of Staff Development, "The library shall encourage professional staff to do research by providing research incentives and awards for their research outputs (p. 6)." The PAARL Standards also encourage faculty and librarians to collaborate in research: "Librarians shall collaborate with faculty members in their research projects as evidenced in their institutional research outputs (p. 13)."

According to James (1991), there is an expectation that private academic institutions focus on undergraduate teaching than research, as undergraduate education has a lower cost with great benefits to the individual student, while research is costlier and "less conducive to fee financing." Private universities face competition for paying consumers or students, while public universities' funding comes from the government.

Public universities are well funded by the government in the Philippines; however, private universities have to generate their own adequate

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income in order to survive. The growth and the development of the library and its personnel is solely dependent on the income generated by private universities. This is one reason why librarians in some private universities are not given enough space to develop in research due to financial constraints.

In Iloilo City, there are four private universities where three participated in the survey. Despite efforts to communicate with the school administration in one school, there was no response; hence, the researchers pursued the study with three. In an informal preliminary survey via email and Facebook Messenger, the researchers discovered that the majority of librarians have not conducted research throughout their employment. In University 1, there are 9 employed licensed librarians as of April 2022. Five of these librarians have been working for at least 10 years, and only one (the Director of Libraries) is active in research, having published papers and attended research conferences. In University 2, there are 4 licensed librarians working for at least 10 years, and all of them have no research experience. In University 3, there are 12 licensed librarians, and only 2 have research experience. Out of the 10 librarians without research experience, 4 have been working for at least 10 years. This is illustrated in Table 1.

2. Review of Related Literature

Inadequacy of published literature on research productivity of librarians in the Philippines makes it a challenge to provide a comparative study with other countries. The internationalization efforts of Filipino librarians were examined by Ramos-Eclevia in 2023, including academic librarians' involvement in research. Alenzuela et al., (2020) analyzed a number of competency indices that can be used to assess the skills needed for librarians in Southeast Asia and the Pacific which mentioned research skills as an essential component. Santos (2018) examined the present LIS professional and described the competencies and abilities required for successfully carrying out one's duties, which include supporting research.

On the research that focused on research experience, Apolinario et al. (2014) probed into Filipino librarians' research productivity between 1993–2013. Apparently, there were only a few librarian researchers, and the publication outputs are quite low as most of them present their researches in local or international seminars/conferences without publishing in scholarly journals.

Table 1. Number of Licensed Librarians and Librarians Working for the Last 10 Years with No Research Experience

University	No. of licensed librarians	Librarians working for at least 10 years with no research experience
University 1	9	5
University 2	4	4
University 3	12	4
Total	25	13

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However, insights and perspectives about research productivity of librarians can be referenced from the studies conducted in the US and other major countries. Studies on research productivity factors (Fennewald, 2008; Hoffman et al., 2017; Sassen & Wahl, 2014) identified strong research culture, personal motivation, intellectual curiosity, and education. Moreover, institutional support (Ackerman et al., 2018) in the form of travel and research grants also contribute to the motivation for doing research. Professional support is another impetus for productivity. Academic librarians in the US who have been granted faculty status were expected that they will have a contribution to research and scholarship (Dufour, 2021). Also, Kennedy and Brancolini (2018) identified individual qualities such as demographics, education, intrinsic motivation, personal commitment to research, and personality traits as contributory.

In a study of Canadian academic librarians' perception of research, it was found that librarians perceive that research is a shared, community experience. Research contributes to growth, however, research conducted by librarians is not "real" research. It may be due to the LIS research based on professional practice, and that the librarians feel unequal to the faculty (Doucette & Hoffman, 2019). Furthermore, in a study of Vietnamese academic librarians, it was found that universities support research, but the assistance is unclear or not explained to librarians. They only received encouragement without clear path. Barriers to research include lack of time, lack of skills and confidence, limited publishing experience, and language barriers (Kha & Mai, 2019).

While lack of time was one of the challenges found in Nigerian academic librarians as the major barrier, lack of skills in data interpretation and expensive publication fees were other reasons cited (Okonedo, 2015). On the contrary, the impact of mentoring on publication output of Nigerian academic librarians was found to have a positive effect (Yusuf, 2011).

Most studies have looked into the research output such as the studies of was Apolinario et al. (2014) and Yap (2020) or surveyed the factors that has an impact on conducting research such as Hoffmann et al. (2023), Kennedy and Brancolini (2018), and Kha and Mai (2019). To further explain and understand the situation, this research probed into a smaller group to explain further the lack of the output of the Filipino academic librarians. Anchored on epistemology of interpretivism, the study specifically identified librarians without research output to discuss their individual experiences.

According to Žukauskas et al. (2018, Chapter 6), knowledge and reality are formed from human experiences and abstract descriptions of meanings. While the emphasis is about the personal opinions, values, and subjective views of the participants, a systematic process was applied to explain this particular problem.

Several studies in information science have explored the epistemological approach and its applicability in the field (Adam, 2014; Berryman, 2019; Kroeze, 2011). As Kroeze (2011) expounds the idea that interpretivism is a philosophical system that focuses on reality as a human construction which can only be understood subjectively. The interpretive paradigm takes into account the multiple realities which are

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inevitably revealed by the perspectives of different individual(s), the context of the phenomenon under investigation, the contextual understanding and interpretation of the collected data and the nature and depth of the researcher's involvement (O'Gorman & MacIntosh, 2015). This study applied epistemological interpretivism to see the different perspectives - beyond challenges or opportunities, the views of individuals on embarking into research.

3. Research Methodology

To understand the reluctance of librarians to conduct research, this study employed phenomenological research design, specifically applying interpretivism as one perspective of phenomenological study to describe the meaning of the lived experiences within this cohort. Participants' common individual experiences were described in its "universal essence" (Creswell & Poth, 2007) translated into gathering "deep" information and perceptions through inductive, qualitative methods. Interviews, discussions and observations on the participants, represented the perspectives of the research participants, were employed in the study (Lester, 1999).

3.1 Participants

Seven academic librarians participated in this study from three private universities in Iloilo City, Philippines. There are four private universities in the area but one academic library did not respond to the request for interviews. They were chosen through purposive sampling with the following inclusion criteria: (a) academic librarians employed in private universities; (b) have at least ten years of experience as academic librarians; (c) have not conducted internally-funded research in their institutions in their employment. In order to obtain multiple perspectives from participants who are working in the private universities in Iloilo City, two participants from each institution were interviewed. If the saturation point is not realized, one additional participant from the same institution will be interviewed until the saturation point has been achieved. In qualitative research, saturation is defined as the point when no new themes are emerging from the interviews (Schwab, 2021). Two librarians were interviewed from University 1, two from University 2, and three from University 3, respectively.

The interviews were conducted online via Zoom due to the precautions for COVID-19 pandemic in the city and the universities at the time of conduct of research. During the interview proper, the participants were required to turn on their video camera so that the researchers could observe the participant's facial expressions and try to replicate face-to-face interview setting as much as possible.

3.2 Data collection procedure and ethical considerations

Permission to conduct the study was requested from the universities' administration and head librarian. Names of the subjects were obtained from each library. Those who signified interest in participating in the study were conducted via e-mail or Facebook Messenger to schedule their convenient time for the interview. Each interviewee was requested to sign an informed consent form. The interview proper was done through video call in order to replicate to some extent the advantages of real face-to-face

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interview. The nature and the purpose of the study were discussed and explained to the participants before the interview, with the full assurance of confidentiality. The information they provided will only be used for the purpose of this study and they will remain anonymous. Participants can withdraw if they desire to do so, and they have the choice not answering questions they are not comfortable answering. The participants were informed of their rights to ask questions and refuse to give certain information. The participants were asked about their experiences related to the phenomenon and will not include questions about their personal life. Other than the main questions, additional questions were asked to probe into their experiences.

In the process of conducting the exploratory interview, the specific questions asked were:

(1) Why are the librarians reluctant to do research?
(2) What are the issues and challenges have they encountered?
(3) How did librarians cope with the inadequacy of their research?

The interviews were conducted using the English or Hiligaynon language for them to fully express their experiences. The researchers are aware that the personal experience in the university may influence the manner of conducting the interview and the analysis of data. To lessen this limitation, bracketing the personal thoughts and opinions to make sure they are aware of this as the data are coded and analyzed. More particularly, bracketing was done when the lead researcher cautiously avoided asking leading questions that might put words into participants' mouth, allowing them to speak freely, thereby encouraging the participants to dwell on their own personal knowledge and experiences.

3.3 Analysis of data

From the interview recordings, the participants' answers were transcribed into field texts in English. The text was read, reread, coded, and themes were extracted from the data.

The descriptive phenomenological method of interpretation by Colaizzi was employed to analyze the data from the interviews. The following steps were observed: (1) describe the phenomenon of interest; (2) collect participants' descriptions of the phenomenon; (3) read all participants' description of the phenomenon; (4) return the original transcripts and extract significant statements; (5) try to spell out the meaning of each significant statement; (6) organize the aggregate meanings into themes; (7) write a description; (8) return to the participants for validation of the description; and (9) incorporate new data revealed during the validation into an exhaustive description (Morrow et al., 2015).

3.4 Delimitations

This research was confined to an inquiry of information that was gathered using qualitative phenomenological method with licensed private university librarians in Iloilo City. This study aims to capture a moment in time, which may be affected by future government policy. Due to the small sample size of this study, the results may not be generalizable to other private university librarians in the Philippines. The study focuses on academic librarians from private universities.

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4. Results and Discussion: Themes and Subthemes

This study attempted to answer the question of "What are the lived experiences of academic librarians with no research experience?" with private university librarians who have not conducted internally-funded research as respondents. Though research should be a function of academic librarians, the majority of them are not actively conducting research.

After the collection and analysis of data, five major themes were identified that described the experiences of academic librarians. The themes are: research competency; inadequate formalized supports from the administration for librarians; research mentorship; library routine work / multitasking functions; and coping with self-pity and disappointment.

The findings related to these themes and their subthemes are presented here, including the significant statements from the interviews to support the findings and interpretations. These findings are discussed in the light of existing literature.

Theme 1: Research competency

The Commission on Higher Education (2021) mandates that librarians should participate in a university's research activities and should be encouraged to do so. However, all of the participants have not conducted internally-funded research. They are not actively involved in research activities in their university and their exposure to research work is limited to their graduate studies for Master's in Library and Information Science. Six of the participants have enrolled but have not finished a Master's degree, while one has graduated MLIS.

Librarians feel that they do not have enough knowledge on research. Participant 2 said that,

> "*I am not an expert personally, what I can do is to at least provide them with related studies and literatures as a librarian… and then later on I try to come up with an idea like doing information literacy activities wherein I try to help them how to do referencing, citations and try to make online databases or even online access for them to look for other information to be included in their research*."

Another participant said that they are not confident to conduct research on their own. Participant 1 said "*Research is difficult to do on my own,*" and this sentiment was also expressed by Participant 5: "*I want to do research but I find it difficult*."

This reality is not isolated. Nigerian academic librarians specifically identified that they find it difficult to conceptualize research topics and they also cited "frustration" when dealing with rejected publications (Yusuf, 2011). Some of them have pointed out research skills that they are inadequate, such as writing and data analysis. This reflects the study of Apolinario et al. (2014) that Filipino librarians felt that they needed further training in research, such as in writing, conceptualizing studies, and statistics. In a related study on faculty members of state universities, it was found out that they have very low research productivity attributed to their moderate knowledge and skills with the different research processes.

Participants 2 and 3 further said that the standards prescribed by their university research committees are so stringent that they are reluctant to submit their proposals. Participant 2, who would prefer pursuing research on

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their own and not go through the university's committee, said:

"*If the faculty wants to pursue research, they have to pass the standards of the research committee. From what I heard from other people, it was so difficult to satisfy their standards and expectations.*"

And Participant 3 stated that,

"*Some of the panelists are making it too difficult to pass, even though I have sought guidance from an expert. For example, I have done everything I could for the research, but they still gave me a hard time when I presented. It resulted in discouragement. Some graduate students never got to finish their studies because of one panelist they found difficult to deal with.*"

Theme 2: Inadequate formalized support from the administration for librarians

The Commission on Higher Education (2021) mandates that institutions should have a continuous library personnel development program to promote career progression and specialization. However, the librarians interviewed felt that research support in their universities is unclear.

Most academic librarians expressed that research is "*encouraged, but not required*" in their institutions. Three participants have said that the research support focused more on the university faculty than the librarians. Participant 4 said that they only realized the importance of research once they started working in an institution that they perceive to be more supportive of research endeavors.

They have mentioned that research training and support such as training and seminars are available in their universities. Some also expressed that if their universities require them to do research, then they would pursue it.

For the participants, research is not required for them in the universities. While it is recommended by various library standards in the Philippines, there is no mandatory requirement in their institutions for them to accomplish research projects. Participant 3 mentioned that "*[If it] will be inserted as a part of my job description, then I am willing to do it.*"

"*Research is not a part of our daily lives*" Participant 4 said. While librarians recognize the value of research, they are not motivated or willing to do research. Their work environment does not prioritize research. Participant 1 said that in their library no one pursues research. "*Encouraged, but not required*" was frequently mentioned in the interviews as expressed by Participants 1, 2, 5, and 6. While there are existing research programs in these universities, there seems to be no drive for librarians to actively pursue it.

From the interviews, the participants have mentioned other priorities as hindrances in doing research such as priorities of the administration and other priorities in library work. Participant 2 expressed that,

"*We are already bombarded with things that we do in the library especially during this time of pandemic. How can we comeup with the time to talk and collaborate, or discuss what would be the next step for us to do in order for us to produce research?*"

Some participants mentioned that in their institutions, there is more support for the research activities for the faculty but not for the librarians. According to Participant 5,

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"*We are not encouraged to do research by our administrators and usually only the faculty members are doing research. As part of the administrative staff, the librarians are not provided with a budget for research nor encouraged to do research*."

The librarians also expressed some disappointment with their administration for not having a clear direction or concrete plan to involve librarians in research. As mentioned in the previous subtheme, the universities focus more on the research output of the teaching faculty.

One librarian mentioned that they have difficulty securing funding for trainings and seminars and think that it would also be difficult to ask for support for research. One outspoken librarian has discussed with their administration and suggested "de-loading" some of their library work so they can also produce research. As the librarian said, "*It should not just end with encouragement alone,*" and that there should be specific ways (such as giving time and easing library work) that they can support the librarians in research.

Some participants also expressed that they wish that their administration would give them time for research and reduce some of their library work.

Participant 2 suggested, "*Instead of doing the five days a week of work as a librarian, why not spend only three and two days dedicated to producing research?*" Participant 7 also said, "*If I will be given time and lessen my working hours, probably I could spend time on research*." Lack of time for research was identified as a barrier for all participants due to various personal and work commitments.

Lack of clear direction has also been mentioned by Kha and Mai (2019) who investigated Vietnamese academic librarians. These Vietnamese librarians' felt that research support and benefits of being active in research are unclear in their universities. They only receive encouragement and library resources but no clear, concrete support.

Theme 3: Research mentorship

Mentoring is a specific approach to learning wherein the mentee does not only gain knowledge and skills from his mentor but also is challenged to be more productive in order to realize full development of one's potential (Smith, 2007).

Even with low priority for research and some saying that they lack research skills, all of the respondents have expressed interest in learning about research. The librarians recognize the importance of research and how it can contribute to their work, the field, and their professional advancement.

Participants 2, 5, and 6 have stated that they have ongoing research projects and ideas, but have not been able to finish it.

The librarians are very much willing to learn about research, but most are reluctant to do it alone without any partners and mentors. All of them stated that having more experienced partners and mentors would make them more motivated to pursue research work. All of them hope for mentors and training to improve their research skills.

All the participants have said that they would be willing to do research if there are other people who can teach and help them. Some have said that they are reluctant to do it alone. Participants

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2 and 3 specified the traits that they would like to see in a potential mentor. Participant 3 said that a mentor should be "*Knowledgeable in terms of research who I can look up to, then I don't want a perfectionist, I want someone who is open-minded to any suggestions and ideas that I will contribute. Of course, someone who will be helpful and can guide me throughout our entire research*."

Participant 2 said that the ideal mentor is someone who "*Tries to improve your weaknesses and strengths in order to become a good researcher later on. The one who understands who you really are, your capability on research, or your present status on research. In that way, he or she can mold you to become a better researcher.*"

Mentoring has a positive impact on Nigerian librarians' publication output. In the study of Yusuf (2011), the academic librarians discovered that having mentors has helped them improve research skills, conceptualize research topics, and publish research in reputable journals. In the case of accomplished librarian-researchers, it was found out that having a good support network of colleagues who are into research is significantly related to research output (Kennedy et al., 2020).

All the participants interviewed understand the importance of research and are also interested in it. They expressed that they also want to "grow" and learn new things as people and librarians.

While the participants are not published researchers, some respondents actually have concrete ideas and plans for possible research in their libraries.

Participants 5 and 6 from the same university mentioned that in their library, they are planning to conduct simple research to understand their users and to create effective library services.

Despite their perceived inadequate support from their administrations, the respondents have said that in their workplaces, they are still encouraged by peers and bosses to do research or finish their graduate theses.

Theme 4: Library routine work/multitasking functions

Participants 2, 5, and 6 mentioned that the COVID-19 pandemic has affected their libraries and some are still in the process of setting up their online reference services. Performing their library services and adjusting to the "new normal" have also been a high priority. All of the librarians said that they also prioritize their personal lives and families.

Participant 7 described a typical day at work,

"*For example, at 7:30 in the morning I'll open the library and it will be filled by students who have needs like to borrow books and other library needs. There's a special science student who'll ask questions about what book we should provide. Then in technical [services], I have to process my books and my readers' services. I also have to prepare data to update for incoming accreditation*."

"*We are bombarded with tasks and responsibilities*." Participant 2 said.

All the participants mentioned that they lack time for research due to their professional and personal obligations. They mentioned that in their personal lives, they also have to prioritize their time for their families as parents. Aside from being a librarian, some of them are also teaching, preparing for accreditations, and improving library services. All private academic libraries in the region are concerned with accreditation.

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The librarians have stated that accreditation requirements and library work take up most of their time, so research is not a high priority.

Academic librarians are already involved in many tasks and roles in the university such as library management, reference work, technical services, reader's services, library marketing and promotion, assisting students and faculty, among others. In a study by Fox (2007) on Canadian academic librarians, it was found that librarians spent more time on professional responsibilities; contributions to the library, university, profession; and community service.

In a study on research productivity in Southwest Nigeria, "time constraints" is cited as the most challenging barrier to research and publication (Okonedo, 2015). Dufour (2021) commented that librarians feel like they don't have time to pursue research on top of their existing duties. "Work schedule" is often said to be the main barrier to production of research. Teaching overload and having too many duties and functions attached to their designations are the number one factors that affect their research productivity (Cocal et al., 2017).

Theme 5: Coping with self-pity and disappointment

The participants expressed their feelings about being librarians who are not actively researching. Some are disappointed, while some are fairly neutral about it. According to Participant 6, "*Since I am not exposed to research, we don't really mind it. Our priority is research that is more for the academe (faculty). We don't mind it because research is not part of our daily lives*." Participant 7 said that,

"*It seems like I'm in the middle. I do not degrade myself. I see myself positively that's why I'm in the middle even though I haven't reached that so-called research [achievement]. I don't feel sad or too happy, but I'm just in the middle*."

Participant 2 expressed that they felt disappointment for not completing or achieving research:

"*I am dismayed and I feel that I am an irresponsible individual especially in this profession because in this profession they really require us to at least come-up with research*." Participant 1 said, "*I feel self-pity because of not having self-improvement*."

Participants 2 and 1 said that they feel "useless" since the expectations for faculty is to produce research.

Most of the participants are not interested in their research situation. Some are not worried since research is not really required of them. A few are positive that with adequate support, they will be able to learn and produce research. Participants 4 and 5 mentioned that even with inadequate research support, they are quite satisfied with their salaries.

The last emerging theme inferred that librarians find research as an avenue for improvement. Some felt they are neglected by the institution while some just have developed their personal construct to cope with disappointment.

5. Findings

Based on the interviews conducted, five emerging themes were identified: (1) research competency; (2) inadequate formal support from the administration for librarians; (3) research mentorship; (4) library routine work/ multitasking functions; and (5) coping with self-

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pity and disappointment which answered the basic questions raised in this research.

To probe into why librarians are reluctant to conduct research (Q1), the first theme on research competency answers this question. Subthemes found include finding research too difficult, lack of research skills, and no interest or willingness to do research.

As to the challenges encountered (Q2) the emerging theme of inadequate formal support from the administration is very responsive. Within the discussion, it was found that research is not required and other priorities of the university hinder librarians' research, such as more support for teaching faculty or other priorities than research. Moreover, there was no concrete plan to involve librarians in research. Another theme that identified the respondents' challenges is library routine work and multitasking functions. All participants expressed that excessive library work prevents them from pursuing research. Most of them cited lack of time as a major hindrance. Lack of knowledge and skills are not the only hindrance for librarians to conduct research. The nature of their work in supporting instruction limits their availability of time to focus on research.

A common theme on research mentorship is an insight given by respondents when asked about how they do research. As revealed in this theme, despite poor competency and support, academic librarians expressed willingness to do research if there are mentors and partners. They are encouraged by peers, colleagues, and managers to do research. They have a common interest to learn about research and have thought of or done research projects.

The last theme identified is librarians' coping with self-pity and disappointment about their lack of research competence and research output. Some feel disappointed in themselves, while others are fairly neutral about it. Although this did not exactly answer the question (Q3), "How did librarians cope with the inadequacy of their research?" Their answers describe the way librarians feel about their inadequacy to do research.

6. Conclusion

Overall, this research deduced facts about the reality formed from the respondents' experiences which answers the question, "Why are librarians reluctant to conduct research?" It has been described by the librarians that they find research too difficult and all of them have manifested that they lacked the needed knowledge and skills to conduct research. In effect, most of them are not interested in doing research due to their feeling of inadequacy when it comes to research.

At the institutional level, the participants are not required by the university to do research and this is compounded by too much multitasking work as librarians. The university has no concrete plan for them to be involved in research and there is poor support from administration for them to develop their research competency.

All of them have conveyed their willingness to do research if there are mentors who are willing to teach them on how to conduct research. In fact, some of them have already thought of research projects which they might conduct through the encouragement of their peers and superiors. All of them have the desire to develop their research competency.

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The participants have lamented that because of too much library work and multitasking, they have no time to do research. Their lack of research competency is further compounded by excessive library routine works that truly prevented them from developing their research skills and pursuing research projects.

From the findings of the study, here are the recommendations of the researchers:

(1) Librarians play a core role in curating adequate research resources for the university, and they must also be competent in research. There should be a concrete plan for the research development of librarians.

(2) For the Higher Education Institutions in the country, librarians should also be given equal opportunities and benefits for conducting research as the teaching faculty. Aside from their library services, they should also be given time and resources to pursue research.

(3) For universities, there should be collaboration with faculty and librarians for research projects.

(4) Mentorship should be explored as an avenue to encourage librarians. A systematic and institutionally established mentoring program would help boost the confidence and increase the motivation level of academic librarians.

(5) Library associations and organizations should continue to provide learning opportunities related to research for librarians.

(6) This research is only conducted in private universities in Iloilo City. Further study from other groups such as government university libraries, college libraries and other groups is highly encouraged based on similar procedures in order to have a comprehensive perspective.

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為何菲律賓學術圖書館員不願做研究？真相調查

Why Are Filipino Academic Librarians Reluctant to Do Research? Investigating the Realities

Irving Domingo L. Rio[1], Allana S. Delgado[2]

摘　要

菲律賓圖書館員在法定及個人層面上皆須有研究產出。然而，很少館員產出研究成果。本研究從館員的實務經驗出發，以了解限制館員無法從事研究的原因為何。本研究透過線上訪談菲律賓怡朗市（Iloilo City）三所私立大學共7位學術圖書館員，綜整受訪者的經驗整理出5項館員不願做研究的主要原因：(1)缺乏研究能力；(2)缺乏行政單位的支持；(3)缺乏研究指導；(4)圖書館的例行工作／多元任務繁重；(5)對自憐與失望的應對。本研究以詮釋主義為基礎，調查發展中國家之圖書館員不願進行研究的原因，並為此提供了不同觀點。

關鍵字：學術圖書館員、研究產出、研究支持、研究能力、現象學

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