

The Case for Faculty Status: A Comparative Study of Academic Librarians and Faculty in Philippine Higher Education

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Abstract

This study examines the demographic, professional, financial, and job satisfaction profiles of academic librarians in private higher education institutions in the Philippines, comparing them with non-librarian faculty (NLFs). Using an exploratory quantitative approach, findings reveal significant disparities between the two groups. Librarians earn lower salaries, receive fewer educational and research-related benefits, and have markedly lower publication rates compared to NLFs. While both groups report similar satisfaction levels regarding working conditions and institutional policies, librarians experience less recognition, fewer advancement opportunities, and lower overall job satisfaction. Despite comparable satisfaction with workplace hygiene factors, the lack of faculty status for many librarians emerges as a central barrier affecting their professional growth, access to academic resources, and institutional standing. The study highlights the need for policy reforms that recognize librarians as faculty members and promote equitable access to compensation, research support, and professional development, thereby enhancing their job satisfaction and institutional integration.

Keywords: academic librarians, compensation, faculty status, higher education, job satisfaction

INTRODUCTION

In the evolving landscape of higher education, the roles of academic librarians have expanded significantly beyond traditional boundaries, encompassing instructional responsibilities, research support, and participation in institutional development. Despite these advancements, academic librarians in the Philippines continue to face professional marginalization, particularly in their exclusion from faculty status and the associated benefits and recognition that come with it. This study was conceived in response to a long-standing concern within the library and information science community: that academic librarians, though qualified and integral to the academic mission, are structurally disadvantaged compared to their faculty counterparts. The need for empirical evidence to support ongoing faculty status advocacy has become more urgent amid

institutional reforms and evolving accreditation frameworks. This research, therefore, aims to systematically compare the professional profiles, compensation, and perceived job satisfaction of academic librarians and non-librarian faculty (NLFs) in private higher education institutions in the Philippines.

The study builds on and extends the work of Dorado (2024), who profiled the Philippine academic librarian workforce and highlighted key demographic and geographic trends. While Dorado's work offered foundational insights, it did not directly compare librarians with NLFs nor delve into differences in compensation, institutional support, or job satisfaction. This study seeks to fill that gap by offering a comparative analysis that not only reinforces previous findings but also expands the conversation to include systemic disparities in

research opportunities, professional advancement, and faculty recognition. By incorporating perspectives from both librarians and NLFs, the study aims to provide a broader understanding of how structural inequalities manifest within academic institutions and impact librarians' professional standing.

In doing so, this research also contributes to ongoing policy and advocacy discussions—particularly those led by national LIS organizations such as the Philippine Association of Academic and Research Librarians (PAARL)—around the formal recognition of librarians as faculty members. Faculty status is more than a symbolic designation; it is tied to institutional rights, research incentives, governance roles, and long-term career development. Examining how librarians compare with NLFs across these dimensions helps clarify the structural gaps that persist despite librarians' advanced qualifications and evolving responsibilities. The literature review that follows situates these issues within both global and local contexts, drawing on previous studies to underscore the persistent undervaluation of librarianship in higher education.

LITERATURE REVIEW

The debate on faculty status for academic librarians is deeply rooted in the historical evolution of librarianship within the academy. As early as 1878, Sawtelle (as cited in McAnally, 1975) asserted that librarianship should be recognized as a professorial role, not merely an auxiliary to it. McAnally (1975) further argued that librarians must be granted faculty status or risk permanent marginalization within academic institutions. This foundational concern remains relevant, as librarians continue to be perceived primarily as support personnel rather than academic collaborators.

As the university's research function grew more central, the role of librarians became increasingly complex, encompassing specialized instruction, scholarly communication, and research facilitation (Dold, 2013; Eshbach, 2020; Rubin, 2000). Librarians' involvement in research support, information literacy instruction, and accreditation processes is also vital to the academic ecosystem, yet these contributions often go unnoticed (Hicks & Lloyd, 2022; Walker, 2020). These expanded responsibilities prompted calls for parity with teaching faculty. Werrel and Sullivan (1987) observed that librarians' growing dissatisfaction with their lower professional status coincided with their

increasing academic specialization. Faculty status became a critical avenue for seeking recognition, career advancement, and institutional legitimacy.

Faculty status, as defined by the Philippine Association of Academic and Research Librarians (2022), refers to employment with privileges, compensation, and responsibilities equivalent to those of a teaching faculty member. Advocates argue that granting faculty status to librarians reflects their academic contributions and aligns with their increasing involvement in pedagogical and research activities. Globally, institutions that have adopted such frameworks report improvements in librarians' job satisfaction and professional growth (Galbraith et al., 2016). However, some critics argue that librarians' focus on library services may not align with the scholarly and teaching responsibilities traditionally linked to faculty roles (Cronin, 2001).

Academic librarians play a critical role in the core functions of higher education institutions, particularly in resource management, instruction, and scholarly collaboration. Their expertise is vital in curating specialized collections, supporting accreditation processes, and integrating information literacy into curricula (Moran & Leonard, 2009). In these capacities, librarians often contribute to student learning and institutional development in ways similar to teaching faculty (Dold, 2013). However, their professional status often does not reflect these contributions.

In the Philippines, structural barriers to recognition persist despite librarians' advanced educational qualifications, such as the master's degree required by Republic Act No. 9246. These qualifications, however, are often overlooked, as librarians' roles are perceived as supportive rather than academic (Visperas, 2002). This perception endures even as librarians engage in research and teaching activities comparable to those of faculty members (Frane, 2010). The lack of formal recognition through faculty status exacerbates this issue, limiting librarians' access to equitable salaries, research opportunities, and leadership roles within their institutions.

The disparity between academic librarians and NLFs, a term used in this study to identify faculty members who are not librarians to distinguish them from academic librarians with faculty status, extends beyond role differences to include discrepancies in compensation, benefits, and professional development opportunities. Studies have shown that librarians with faculty status are more likely to engage in research

and publish scholarly work (Galbraith et al., 2016; Parker, 2009). However, these opportunities are often contingent on institutional support, which is frequently lacking for librarians. Gillum (2010) suggests that disparities in research output between librarians and teaching faculty are not due to a lack of capability among librarians but reflect systemic underinvestment in their professional development.

Locally, Filipino academic librarians face additional challenges. Dizon (2003) found that librarians are often excluded from decision-making processes and lack access to research incentives and sabbatical leaves, hindering their professional growth. These inequities reinforce institutional hierarchies that prioritize teaching faculty over librarians. Furthermore, Visperas (2002) noted that NLFs often perceive librarians as lacking the skills necessary for research and teaching, undermining efforts to achieve professional parity. Additionally, librarians are often excluded from governance and policy-making processes, further marginalizing their role within the academic community (Dizon, 2003; Frane, 2010).

Although extensive research has explored the roles and recognition of academic librarians, no studies have directly compared their professional profiles with those of NLFs within the same institutional context. This gap is particularly evident in the Philippines, where cultural, regulatory, and economic factors uniquely shape the academic landscape. The absence of comparative studies hinders understanding of the structural and cultural dynamics contributing to the disparities between librarians and teaching faculty.

This study seeks to address these gaps by offering a comprehensive analysis of the demographic, professional, and financial profiles, along with the perceived job satisfaction, of academic librarians and NLFs in private tertiary institutions. By examining these disparities, the study aims to inform policy and advocacy efforts designed to promote equity and enhance the professional standing of academic librarians. Ultimately, it seeks to contribute to ongoing discussions about the role of librarians in higher education and the recognition they deserve.

METHOD

This study employed an exploratory research design with a quantitative approach to investigate the profile of academic librarians and NLFs alike. The quantitative design was chosen as it revealed key

disparities, enabled comparisons between librarians and NLFs, and provided empirical evidence that may support advocacy for faculty status and institutional reforms.

The study targeted librarians and NLFs employed in higher education institutions in the Philippines. The primary data collection instrument was an online survey, developed using Google Forms and distributed digitally to the target respondents. The identification of respondents was facilitated through partnerships with key librarian organizations and online professional networks. Given time constraints, data collection occurred over five months, during which respondents were selected to form the study sample.

For data collection, validated instruments adapted from prior research (Ameen & Ullah, 2014; Frane, 2010; Santos, 2018; Visperas, 2002) were used. Separate but similar questionnaires were administered to librarians and NLFs. Data reflects information from respondents from October 2023 to May 2025. A total of 70 valid responses were collected from academic librarians, while 65 responses were obtained from NLFs, yielding an approximate response rate of 35% based on estimated outreach.

To ensure ethical standards, informed consent was obtained from all participants, with clear explanations regarding the purpose of the study and the confidentiality of collected data. The instruments were validated through a content validity review by a licensed psychometrician, acting as a single expert in the field.

Quantitative data were processed by organizing and analyzing the relevant responses from the surveys. Irrelevant entries were excluded to ensure that the data focused specifically on respondents from private tertiary institutions.

RESULTS AND DISCUSSION

The variables examined in this study—demographic, professional, financial profiles, and perceived job satisfaction—were deliberately chosen to enable a structured and quantifiable comparison between academic librarians and NLFs across private higher education institutions in the Philippines. These variables align with the study's objective to identify systemic disparities that influence professional standing, workplace experiences, and the broader issue of faculty status. Demographic and professional data provide insight into workforce composition and

qualification levels, while financial profiles offer concrete evidence of compensation inequities. The inclusion of job satisfaction, framed through Herzberg's Two-Factor Theory (Herzberg et al., 1993), captures the affective dimensions of employment that are critical to understanding motivation and institutional engagement. Factors such as the specific roles of librarians and faculty, the mission and typology of their institutions, and the size or classification of higher education institutions were not included in the analysis. These variables, while relevant, were beyond the scope of the study's quantitative design and would require more nuanced, context-sensitive approaches—such as qualitative or mixed-methods research—to be meaningfully examined. Their exclusion allowed the study to maintain a consistent focus on measurable indicators that support broader generalizations and empirical insights. However, they remain important considerations for future research seeking to deepen the contextual understanding of professional disparities in higher education.

The term non-librarian faculty (NLF) was used in this study to clearly distinguish faculty members who do not hold library positions from academic librarians, allowing for a structured comparison of roles, benefits, and job satisfaction. Unlike the term regular faculty, which may imply permanence or rank, an NLF specifically refers to those engaged in teaching and research outside the library profession. This distinction highlights the contested status of librarians in higher education, many of whom perform academic functions without formal faculty recognition. While the term is not commonly used in existing literature, it aligns with how studies often contrast librarians with teaching or instructional faculty.

Respondents' Profile

Demographic Profile

The demographic characteristics of Age, Gender, and Civil Status of the librarian respondents are presented in Table 1. The largest age group is 31–40 years ($n = 26$, 37.14%), with a median age of 35.5 and an average age of 37.3. It indicates that a significant portion of the librarian workforce is in their early to mid-career stages, contributing valuable expertise. The second largest group is 20–30 years ($n = 18$, 25.71%), which reflects a promising influx of younger professionals vital for the field's continued growth and development. In contrast, the 41–50 age group, comprising seasoned professionals, highlights

the importance of experienced librarians within their institutions. The relatively smaller 51–60 age group suggests a trend toward early retirement or attrition, with fewer new entrants to offset this decline.

These results align with Dorado's (2024) study, which also found that the majority of librarians, particularly in private academic settings, belong to younger age groups, with representation diminishing in older groups. The findings support Dorado's claim that a mix of age generations is essential for enriching the profession by blending traditional expertise with innovative approaches.

Regarding gender, female librarians ($n = 47$, 67.14%) significantly outnumber male librarians ($n = 15$, 21.43%). This gender disparity reflects broader trends in library and information science, where women have historically dominated the profession (Dorado, 2024; Iglesias & Gard, 2023; Mars, 2018). The relatively lower percentage of male librarians suggests potential gender imbalances that could influence workplace dynamics and decision-making processes within academic libraries.

The representation of individuals with diverse SOGIE ($n = 8$, 11.43%), while smaller, is noteworthy and emphasizes the need for inclusivity within the profession. It also raises the possibility that some LGBT individuals may feel reluctant or uncomfortable disclosing their identities in a professional context (Reggiani et al., 2024). Nonetheless, this diversity enhances the academic library environment by promoting a culture that values varied perspectives and experiences. The relatively small proportion of male librarians and those with diverse SOGIE suggests the necessity for targeted initiatives to encourage greater gender diversity and inclusion, challenging the existing professional norms.

The distribution of civil status among academic librarians reveals that the majority, 54.29%, are single. It may be influenced by factors such as the age range within the profession, career stage, or individual choices that prioritize professional advancement over marital status at particular life stages (Ashiq & Warraich, 2023; Keldal & Şeker, 2022). Married librarians represent 40% of the workforce, reflecting a notable number of professionals who manage both career and family responsibilities. The smaller proportions of separated (4.29%) and divorced (1.43%) librarians suggest that marital dissolution is relatively uncommon within this field. Recognizing and accommodating the diverse civil statuses of

librarians is important, as it can contribute to higher job satisfaction and better retention rates (Ikolo, 2018; Townsend & Bugg, 2018).

As shown in Table 2, the distribution of academic librarians across various employment locations reveals a notable concentration in the National Capital Region (NCR) ($n = 23$, 32.86%), followed by Region III - Central Luzon ($n = 11$, 15.71%) and Region IV-A - CALABARZON ($n = 10$, 14.29%). This concentration in NCR and nearby regions likely reflects the advantages of being situated near the capital, including better resources, accessibility, and career opportunities. These findings underscore the urban-centric nature of academic librarianship in the Philippines, which may contribute to regional inequalities in access to quality education and academic resources, particularly in more remote areas.

The data further shows that Luzon is the primary hub for academic librarianship, with a significant proportion ($n = 48$, 68.57%) based there, compared to much smaller numbers in the Visayas ($n = 4$, 5.71%) and Mindanao ($n = 8$, 25.71%). The lower numbers in the Visayas and Mindanao suggest that academic resources and opportunities may be more concentrated in Luzon, potentially exacerbating regional disparities. While there are some librarians in regions such as MIMAROPA ($n = 2$, 2.86%), CAR ($n = 2$, 2.86%), Region VI - Western Visayas ($n = 3$, 4.29%), and BARMM - Bangsamoro Autonomous Region in Muslim Mindanao ($n = 1$, 1.43%), these smaller numbers indicate that academic librarianship is less represented outside of Luzon.

It is important to consider that the geographic data could reflect a sampling bias due to the effective convenience sampling method used in this study, which may have skewed the distribution. This bias could stem from a digital divide that prevented potential respondents from accessing the online survey or from unequal access to professional networks where the survey was shared. Nonetheless, these findings align with the Philippine Librarianship Landscape (Dorado, 2024), which reports that a majority of librarians are based in NCR (41%) and Luzon (36%). To fully confirm these results, a comprehensive national census would be necessary.

Financial Profile

The comparison of income between librarians and NLFs is presented in Table 3. Among librarians, the

majority earn between PhP 15,001 and 35,000, with the highest concentration in the 25,001–30,000 range (25.71%). Specifically, 20% of librarians earn between 15,001 and 20,000, 15.71% earn between 20,001 and 25,000, and another 20% fall within the 30,001–35,000 bracket. Only a small percentage, 1.43%, earn above 40,000, and none fall within the 10,000 or below category. This income distribution suggests a relatively stable middle-income group for librarians, with the median income range falling between 25,001 and 30,000. These findings align with previous studies highlighting income disparities within the field, which may be influenced by role variations and the impact of advanced qualifications (Dorado, 2024).

The compensation comparison between librarians and NLFs reveals notable disparities, as shown in Table 3. A significant portion of NLFs earn between 30,001 and 35,000 (30.77%), which exceeds the proportion of librarians in the same range. Meanwhile, 29.23% of NLFs earn between 15,001 and 20,000, which aligns closely with the earnings of librarians. However, 9.23% of NLFs earn below 10,000, a salary range absent among librarians. Additionally, 6.15% of NLFs earn above 40,000, surpassing the highest income bracket for librarians. The median salary for NLFs falls within the 30,001–35,000 range, which is one bracket higher than that of librarians.

The stable middle-income distribution observed for librarians suggests a more uniform compensation, likely influenced by standardized pay scales. However, the lack of significant wage variation may indicate limited opportunities for salary growth or promotions. While the consistent salary structure may contribute to job satisfaction and retention, the fewer high earners could make the profession less appealing to those seeking higher financial rewards.

Regarding benefits (see Table 4), both groups enjoy high coverage for SSS/GSIS (government-mandated social security and pension systems) and PhilHealth (government-mandated medical coverage), with librarians at 97.14% and 95.71%, and NLFs at 90.77% and 100%, respectively. Similar coverage rates are seen for PAG-IBIG (government-mandated housing benefits), with librarians at 92.86% and NLFs at 90.77%. This high coverage is due to government-mandated benefits. However, the fact that not all respondents are covered suggests the existence of non-permanent employees, such as contractual workers, who may lack full benefits.

Both groups receive comparable rates for Christmas bonuses (52.86% for librarians, 53.85% for NLFs) and 13th/14th month pay (82.86% for librarians, 86.15% for NLFs). Retirement and pension plans are offered to 47.14% of librarians and 50.77% of NLFs, which can be attributed to company-wide policies applying equally to both groups.

Librarians enjoy greater coverage for certain benefits. For instance, 48.57% of librarians receive extended paid leave, compared to only 10.77% of NLFs. This disparity is likely because NLFs generally have more flexible schedules during student breaks, while librarians are expected to remain on duty despite the absence of student patrons. Additionally, 22.86% of librarians receive longevity pay, a benefit received by only 13.85% of NLFs. This may suggest that librarians tend to stay longer in their positions, possibly due to limited mobility within the profession, as discussed by Petersen (2023) about “job lock,” where employees feel constrained to stay in their current roles.

Furthermore, NLFs receive more benefits related to education and research. A higher percentage of NLFs (53.85%) receive educational benefits for dependents compared to librarians (32.86%), and more NLFs (52.31%) receive financial assistance for their own education than librarians (25.71%). It indicates stronger institutional support for NLFs in their professional development. NLFs also have greater access to research grants and incentives, with 40% receiving such support compared to only 12.86% of librarians. Finally, 43.08% of NLFs benefit from computer and gadget loans, a notable contrast to the 14.29% of librarians who receive similar support, underscoring the need for greater access to technology for librarians.

Other benefits, such as meal allowances (17.14% for librarians, 23.08% for NLFs), insurance plans (20% for librarians, 26.15% for NLFs), and rice subsidies (28.57% for librarians, 36.92% for NLFs), show a slight but consistent advantage for NLFs. However, all three benefits have relatively low coverage, which could be attributed to budget constraints and institutional policies prioritizing other benefits.

Research Profile

The data presented in Table 5 reveal a significant contrast in the publication rates between librarians and NLFs. Only 20% of librarians have local publications, and an even smaller 2.86% have international publications, with average counts of

1.36 and 1 publication, respectively. In stark contrast, a substantial 78.46% of NLFs have local publications, and 47.69% have international publications, with average counts of 4.29 and 2.03, respectively.

This disparity highlights not only that NLFs are more likely to publish but also that they tend to produce more publications on average. The higher engagement in publishing among NLFs can likely be attributed to their roles and expectations within academic institutions, where research output is often a key performance indicator and a requirement for career advancement. This pattern further underscores the earlier-discussed differences in research and educational benefits, which may impact opportunities and incentives for academic librarians to engage in publishing.

Job Satisfaction

With the librarian profiles established, this section shifts focus to examining their perceived job satisfaction, comparing it with that of NLFs to explore potential correlations with the disparities observed in the previous profiles. In alignment with Herzberg’s Two-Factor Theory of Motivation (Herzberg et al., 1993), this section will separately address the Motivator factors, Hygiene factors, and the overall satisfaction from both an apparent and a perspective standpoint. By doing so, it aims to provide a comprehensive analysis of the factors influencing job satisfaction within these two groups.

The increase in job satisfaction and performance is closely correlated to factors including work environment, remuneration, and administrative support, among others, as supported by Oud (2018) in Canada, Tella & Ibinaiye (2020) in Nigeria, and Frane (2010) in the Philippines, among others. Remarkably, the same factors have been identified as being correlated with having a faculty status (Galbraith et al., 2016; Gillum, 2010; Parker, 2009). This study will work with the concept of Faculty Status, having a direct correlation with increasing hygiene factors and satisfier factors in Academic Librarians.

Motivator Factors

Librarians report a higher overall sense of achievement (4.24) compared to NLFs (4.13). This greater sense of achievement among librarians can be linked to the clarity and achievability of their goals (4.54 for librarians vs. 4.17 for NLFs), as well as a

higher perceived level of challenge (4.31 vs. 3.98). However, NLFs report receiving more regular and timely feedback (4.08 vs. 3.97), which is vital for professional growth and alignment with institutional expectations. NLFs also feel that their talents are better utilized (4.31 vs. 4.11), suggesting that librarians may feel their potential is not fully realized

Regarding Recognition, NLFs generally feel more recognized for their efforts (3.98) compared to librarians (3.78). NLFs report that their major accomplishments and smaller victories are acknowledged by the administration (4.15 vs. 3.90), and they perceive recognition as timelier and more meaningful (4.09 vs. 3.90). Additionally, NLFs benefit from formal recognition programs (3.95 vs. 3.56) and feel more rewarded for their performance (4.03 vs. 3.69). This indicates that NLFs experience a more supportive recognition framework, which likely contributes to enhanced job satisfaction and motivation.

When it comes to Autonomy, NLFs report slightly higher levels (4.22) compared to librarians (4.11), particularly in terms of ownership over their work (4.20 vs. 4.07) and sufficient authority (4.08 vs. 4.01). Autonomy plays a crucial role in job satisfaction as it empowers employees to make decisions and exercise control over their tasks. Moreover, NLFs are given more opportunities for additional responsibilities (4.51 vs. 4.24), which can foster greater professional growth and job satisfaction. Although librarians report slightly more freedom (4.11 vs. 4.09), the overall sense of autonomy is more favorable among NLFs.

Both librarians and NLFs find their work satisfying, with NLFs reporting slightly higher satisfaction (4.31 vs. 4.25). However, librarians feel more encouraged that their work is meaningful (4.40 vs. 4.25), which is essential for sustaining long-term job satisfaction and motivation. NLFs perceive the administration's efforts to streamline processes more favorably (4.65 vs. 3.89), suggesting a more efficient and supportive work environment. Interestingly, librarians report making more individual efforts to improve efficiency (4.47 vs. 4.03), indicating a proactive approach to enhancing their work environment.

In terms of Advancement, NLFs report greater satisfaction (4.45) compared to librarians (3.94). It includes more substantial rewards for loyalty (4.14 vs. 3.86), greater promotion opportunities (4.63 vs. 3.81), and higher support for continuing education

(4.58 vs. 4.06) and personal growth (4.46 vs. 4.03). These factors are critical for career development and long-term job satisfaction. The disparity in advancement opportunities suggests that NLFs benefit from a more structured and supportive career progression framework, highlighting an area for potential improvement in the librarianship profession.

Hygiene Factors

The dimensions of Hygiene factors, as presented in Table 7, reveal some key differences in job satisfaction between librarians and NLFs. Both groups report identical overall satisfaction with Working Conditions (4.17), though there are slight variations in specific aspects. Librarians are slightly more satisfied with the provision of proper equipment (4.16 vs. 4.03) and ample supplies (4.20 vs. 4.06), likely due to the more specialized resources available in libraries compared to individual NLF workspaces. Both groups rate their facilities as clean and up to date, with NLFs marginally ahead (4.28 vs. 4.26). Librarians report greater comfort in office conditions (4.16 vs. 3.98), whereas NLFs feel they have more adequate personal space (4.49 vs. 4.09). These findings suggest that while both groups are generally satisfied with their physical work environments, the differences may stem from the distinct setups of libraries versus classrooms or faculty rooms.

In terms of Interpersonal Relations, librarians report significantly higher satisfaction (4.36 vs. 3.82), reflecting more opportunities to socialize with coworkers (4.50 vs. 4.28) and a stronger sense of camaraderie and teamwork (4.41 vs. 3.49). Additionally, librarians report fewer issues dealing with disruptive individuals (4.17 vs. 3.68), which may be due to the more collaborative and quieter nature of library work compared to the classroom environment.

Regarding Institutional and Administrative Policies, librarians express higher satisfaction (4.31 vs. 4.18), particularly in accessing a practice policy manual (4.64 vs. 4.20) and finding policies easier to understand (4.49 vs. 4.28). Both groups agree that policies are fair, though NLFs rate this slightly higher (4.49 vs. 4.26). Librarians also report better access to policies (4.24 vs. 3.49), possibly due to their role as document custodians, which aligns with their critical contribution to accreditation processes (Mulimani and Naikar, 2024). Despite these differences, both groups report similar levels of input into the policies

(3.93 vs. 3.94).

For Supervision, NLFs report higher overall satisfaction (4.38 vs. 4.26), especially in leadership skills, fair treatment, and trustworthiness. However, librarians report receiving more positive feedback (4.31 vs. 4.23). NLFs express significantly higher satisfaction with the consistency and fairness of performance evaluations (4.57 vs. 4.09), which is an important aspect of professional development. These findings suggest that while both groups feel well-supported by their supervisors, NLFs perceive more consistency and fairness in supervisory practices.

In terms of Compensation, NLFs report higher overall satisfaction (4.13 vs. 3.91), feeling their salaries are more comparable to similar institutions and coworkers (4.26 and 4.20 vs. 3.83 and 3.86). This reflects the more stable and structured compensation system for NLFs compared to the variation seen among librarians. Although both groups find their benefits comparable to similar institutions, librarians rate this aspect slightly lower (4.10 vs. 4.22). Interestingly, librarians feel their benefits are more comparable to those of their coworkers (4.04 vs. 3.66) but rate the sufficiency of benefits lower (3.76 vs. 4.26), indicating a perception of limited benefit adequacy. NLFs also report greater satisfaction with the clarity of policies related to salaries and bonuses (4.48 vs. 3.90), reinforcing the disparity in compensation between the two groups.

Despite some differences in specific areas, the Overall Hygiene Score, which combines all the above factors, is slightly higher for librarians (4.20) compared to NLFs (4.13). Librarians reported higher satisfaction in areas such as interpersonal relations, where strong camaraderie and teamwork are evident, and institutional policies, where access and clarity are emphasized. However, they expressed lower satisfaction in supervision and compensation—key areas for professional development and financial security. The slight edge in the overall hygiene score for librarians suggests that, on balance, the library environment may be slightly more favorable. Librarians still face challenges in areas that impact their career growth and financial well-being.

Overall Satisfaction

Considering the general satisfaction with their current jobs (Table 8), NLFs report a higher level of

satisfaction (4.46) compared to librarians (4.04). This significant difference suggests that NLFs feel more content and fulfilled in their roles. The higher satisfaction among NLFs may be attributed to several factors, including better supervision, more equitable compensation, and greater opportunities for professional advancement, as previously discussed.

It is interesting to note that calculating the mean of the Motivator Factors and Hygiene Factors reveals a smaller discrepancy. For librarians, the mean score is 4.13, whilst for NLFs, it is slightly higher at 4.17. Although the difference is modest, it still indicates that NLFs perceive their work environment more positively across various dimensions.

The discrepancies between the calculated mean satisfaction scores and the perceived general satisfaction outlook for librarians and NLFs highlight the complexity of job satisfaction. Whilst the mean scores of specific satisfaction factors provide valuable insights, they may not fully account for the broader, more holistic considerations that influence an individual's overall job satisfaction. This may reflect that whilst both groups, on balance, experience similar conditions based on specific factors alone, the general holistic satisfaction, including other factors outside what was measured, is wholly disparate.

CONCLUSION AND RECOMMENDATIONS

This study provides a nuanced view of the faculty status of academic librarians in the Philippines, revealing critical disparities that impact their professional standing and institutional integration. Demographic data show a predominantly female, young to mid-career workforce, reflecting a vibrant pipeline for the LIS profession. However, the urban concentration of librarians underscores the need for a more equitable distribution of development opportunities in rural areas.

Findings highlight significant disparities in compensation, research support, and educational benefits between librarians and NLFs. Despite a high proportion of librarians holding advanced degrees, inadequate institutional support for research hampers their scholarly contributions and career advancement. The marked difference in research output and job satisfaction stems mainly from the lack of faculty status. Librarians without such recognition report limited involvement in governance and reduced access to professional benefits, reinforcing feelings of marginalization within academic institutions.

To address these issues, institutional reforms are

necessary to grant librarians faculty status. It would enhance equity in compensation, research opportunities, and governance participation. Advocacy for such reforms is vital to strengthen the professional identity of academic librarians and to align their roles more closely with the academic mission of higher education institutions.

In conclusion, the study sheds light on the challenges faced by academic librarians in the Philippines, particularly those related to compensation, professional development, research opportunities, and faculty recognition. Addressing these disparities and advocating for the recognition of librarians as full faculty members would significantly improve their professional standing, job satisfaction, and ability to contribute to the academic community.

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APPENDIX 1 RESULTS TABLES

Table 1 *Demographics of Academic Librarians (n = 70)*

| Variable | Frequency | Percentage |
|---------------------|-----------|------------|
| Age | | |
| 20-30 | 18 | 25.71 |
| 31-40 | 26 | 37.14 |
| 41-50 | 20 | 28.57 |
| 51-60 | 6 | 8.57 |
| Gender | | |
| Female | 47 | 67.14 |
| Male | 15 | 21.43 |
| With diverse SOGIE | 8 | 11.43 |
| Civil Status | | |
| Single | 38 | 54.29 |
| Married | 28 | 40 |
| Separated | 3 | 4.29 |
| Divorced | 1 | 1.43 |

Table 2 *Employment Locations of Academic Librarians (n = 70)*

| Variable | Frequency | Percentage |
|--|-----------|------------|
| Regions | | |
| NCR - National Capital Region | 23 | 32.86 |
| Region III - Central Luzon | 11 | 15.71 |
| Region IV-A - CALABARZON | 10 | 14.29 |
| MIMAROPA - Southwestern Tagalog Region | 2 | 2.86 |
| CAR - Cordillera Autonomous Region | 2 | 2.86 |
| Region VI - Western Visayas | 3 | 4.29 |
| Region VII - Central Visayas | 1 | 1.43 |
| Region IX - Zamboanga Peninsula | 6 | 8.57 |
| Region X - Northern Mindanao | 5 | 7.14 |
| Region XI - Davao Region | 2 | 2.86 |
| Region XII - SOCCSKSARGEN | 4 | 5.71 |
| BARMM - Bangsamoro Autonomous Region in Muslim Mindanao | 1 | 1.43 |
| Island Group | | |
| Luzon | 48 | 68.57 |
| Visayas | 4 | 5.71 |
| Mindanao | 18 | 25.71 |

Table 3 *Income of Librarians and Non-Librarian Faculty*

| | Librarians | Non-Librarian Faculty |
|-----------------------|-------------------|------------------------------|
| Income Bracket | Percentage | Percentage |
| 10,000 and below | 0.00 | 9.23 |
| 10,001 - 15,000 | 10.00 | 0.00 |
| 15,001 - 20,000 | 20.00 | 29.23 |
| 20,001 - 25,000 | 15.71 | 7.69 |
| 25,001 - 30,000 | 25.71 | 10.77 |
| 30,001 - 35,000 | 20.00 | 30.77 |
| 35,001 - 40,000 | 7.14 | 6.15 |
| 40,001 and above | 1.43 | 6.15 |
| Median Bracket | 25,001 - 30,000 | 30,001 - 35,000 |

Table 4 *Benefits of Librarians and Non-Librarian Faculty*

| | Librarians | Non-Librarian Faculty |
|---|-------------------|------------------------------|
| Benefits | Percentage | Percentage |
| SSS/ GSIS (government-mandated social security and pension) | 97.14 | 90.77 |
| PhilHealth (government-mandated medical coverage) | 95.71 | 100.00 |
| PAG-IBIG/Housing Development Mutual Fund (government-mandated housing benefits) | 92.86 | 90.77 |
| Tenure Tenure Track | 41.43 | 41.54 |
| Christmas Bonus | 52.86 | 53.85 |
| 13th/14th Month Pay | 82.86 | 86.15 |
| Retirement/Pension Plans | 47.14 | 50.77 |
| Paid Leave (beyond mandated 15VL + 15SL) | 48.57 | 10.77 |
| Longevity Pay | 22.86 | 13.85 |
| Education for Dependents | 32.86 | 53.85 |
| Financial Assistance for Education | 25.71 | 52.31 |
| Research Grants and Incentive | 12.86 | 40.00 |
| Computer/Gadget Loans | 14.29 | 43.08 |

Table 5 *Research Profile of Librarians and Non-Librarian Faculty*

| | Librarians | | Non-Librarian Faculty | |
|--|-------------------|----------------------|------------------------------|----------------------|
| | Local | International | Local | International |
| Percentage with Publications | 20 | 2.86 | 78.46 | 47.69 |
| Average Number of Publications* | 1.36 | 1 | 4.29 | 2.03 |

*excluding respondents with zero (0) publications

Table 6 *Research Motivator Factors of Librarians and Non-Librarian Faculty*

| Dimension | Librarian | NLF |
|--|------------------|-------------|
| Sense of Achievement | 4.24 | 4.13 |
| I have clear, achievable goals and standards for my position | 4.54 | 4.17 |
| I receive regular, timely feedback on how I am doing | 3.97 | 4.08 |
| My talents are being properly utilized | 4.11 | 4.31 |
| I am adequately challenged by my job | 4.31 | 3.98 |
| Recognition | 3.78 | 3.98 |
| My major accomplishments on the job are being recognized by the administration | 3.91 | 3.94 |
| The administration recognizes even my small victories | 3.90 | 4.15 |
| Recognition is given in a timely, meaningful way | 3.90 | 4.09 |
| The institution has a formal program (e.g., employee of the month, etc.) for recognizing employees | 3.56 | 3.95 |
| The administration communicates with me that my work is important | 3.71 | 3.72 |
| I am rewarded for my performance | 3.69 | 4.03 |
| Autonomy | 4.11 | 4.22 |
| I feel having ownership over my work | 4.07 | 4.20 |
| I am being given sufficient freedom | 4.11 | 4.09 |
| I am being given sufficient authority | 4.01 | 4.08 |
| I am provided opportunities for added responsibilities beyond simply adding more tasks | 4.24 | 4.51 |
| Work Itself | 4.25 | 4.31 |
| I am encouraged that my work is meaningful | 4.40 | 4.25 |
| The administration looks for ways to streamline processes and make them more efficient | 3.89 | 4.65 |
| I look for ways to streamline processes and make them more efficient | 4.47 | 4.03 |
| Advancement | 3.94 | 4.45 |
| I am rewarded for my loyalty | 3.86 | 4.14 |
| There are promotion opportunities in my position | 3.81 | 4.63 |
| I am given opportunities and support for continuing education | 4.06 | 4.58 |
| I am given opportunities and support for personal growth | 4.03 | 4.46 |
| Overall Motivators Score | 4.06 | 4.22 |

Table 7 *Hygiene Factors of Librarians and Non-Librarian Faculty*

| Dimension | Librarian | NLF |
|--|------------------|-------------|
| Working Conditions | 4.17 | 4.17 |
| I am provided proper equipment to work properly | 4.16 | 4.03 |
| I am provided ample supplies to work properly | 4.20 | 4.06 |
| My working facility is clean and up to date | 4.26 | 4.28 |
| The office conditions are comfortable | 4.16 | 3.98 |
| I have adequate personal space | 4.09 | 4.49 |
| Interpersonal Relations | 4.36 | 3.82 |
| I have opportunities to socialize with my coworkers during the workday | 4.50 | 4.28 |
| My coworkers and I have a sense of camaraderie and teamwork | 4.41 | 3.49 |
| I have to deal with individuals who are disruptive | 4.17 | 3.68 |
| Institutional and Administrative Policies | 4.31 | 4.18 |
| We have a practice policy manual | 4.64 | 4.20 |
| The policies are easy to understand | 4.49 | 4.28 |
| The policies are fair | 4.26 | 4.49 |
| Everyone in practice is required to follow the policies | 4.51 | 4.51 |
| Employees have easy access to the policies | 4.24 | 3.49 |
| Policies in my institution are reasonable compared with those of similar practice | 4.10 | 4.32 |
| Supervision | 4.26 | 4.38 |
| My/Our supervisor(s) possess(es) leadership skills | 4.34 | 4.37 |
| My/Our supervisor(s) treat individuals fairly | 4.31 | 4.37 |
| I feel that I can trust my/our supervisor(s) | 4.26 | 4.37 |
| Supervisors use positive feedback | 4.31 | 4.23 |
| There is a consistent, timely, and fair method for evaluating individual performance | 4.09 | 4.57 |
| Compensation | 3.91 | 4.13 |
| My salary is comparable to what other similar institutions in my area are paying | 3.83 | 4.26 |
| My salary is comparable to what my other coworkers are receiving | 3.86 | 4.20 |
| My benefits are comparable to what other similar institutions in my area are paying | 4.10 | 4.22 |
| My benefits are comparable to what my other coworkers are receiving | 4.04 | 3.66 |
| I am being compensated fairly | 3.90 | 3.80 |
| My benefits are sufficient | 3.76 | 4.26 |
| There is clear policies related to salaries, raises, and bonuses | 3.90 | 4.48 |
| Overall Hygienes Score | 4.20 | 4.13 |
| General Outlook | | |
| In general, I am satisfied with my current job | 4.04 | 4.46 |

Table 8 Overall Satisfaction of Librarians and Non-Librarian Faculty

| Dimension | Librarian | NLF |
|--|-----------|------|
| General Outlook | | |
| In general, I am satisfied with my current job | 4.04 | 4.46 |
| Mean of Motivator and Hygiene score | 4.13 | 4.17 |

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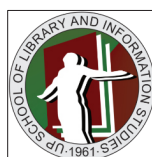
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