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RELATIONSHIP BETWEEN SKILLS ACQUIRED AND ON THE JOB PERFORMANCE OF LIBRARY AND INFORMATION SCIENCE (LIS) GRADUATES OF UMARU MUSA YAR'ADUA UNIVERSITY KATSINA, NIGERIA

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Abstract

This research is a study of Library and Information Science Graduates of Umaru Musa Yar'adua University Katsina 2010-2019 for their skills Relevance and performance in the Job Market. The areas focused upon were employers of LIS graduates in Katsina Metropolis. The data was gathered through literature review and field survey. Total enumeration sampling was applied to determine the required sample frames of graduates. The responses were gathered from LIS schools, Libraries, higher institutions, Ministries, Banks and NGOs. A Questionnaire was administered to obtain the necessary data from the respondents. The questionnaire was administered on a total of 120 graduates and a response rate of 98 representing 81.70% was achieved. Data was analysed using quantitative statistical package for social sciences (SPSS). Two null hypotheses were tested at $\alpha = 0.05$ using Correlation. The overall results revealed that the graduates were employed (100%). Decision on each of the items and aggregate mean score for the table is based on the midpoint average of 3.0 on the five-point scale. Opinion of the responses in the table revealed that Time manage was low on the scale among skills acquired by the graduates during their training in the university. Most responses were of the view that the graduates' acquisition of Time management during training was not adequate enough. Responses were of the view that Information Management Skill acquired by the graduates was relevant in the job market. The responses rated the graduates' performances as very high. Ho1 revealed that acquired skills during training as under-graduate in the university was significantly correlated with the graduates' performances in their respective jobs. Ho2 revealed that the UMYU LIS graduates' skills and relevance of the skills in the job market were significantly correlated.

Key words: Library and Information Science, LIS graduates, LIS skills, job performance

1. Introduction

The Umaru Musa Yar'adua University popularly known as UMYU was established in 2006 by the then Katsina State Government and some of the objectives and or rather motives behind the establishment was to tackle the issue of quality education and to provide employment to the citizenry in the state among others. In the year 2007 academic activities took shape under three main faculties of Education, Humanities and Natural and Applied Sciences with many programs, under the faculty of Education housed the Department of Library and Information Science (DLIS). The University started its operation at a location

within the Hassan Usman Katsina Polytechnic as temporary site but later moved to the permanent site in 2009. Being the first and only government owned university in the state, the university attracted many applications from across the 34 local governments and from other neighboring states of Kano, Zamfara, Jigawa etcetera, as it is a tradition and to fulfill the mandate establishing the institution Katsina indigenes were given first preference for admissions, though other states candidates were also allotted some admission quarter percentages.

During the first five years of admission, it was observed by the researcher based on the available records and testimonies of many graduates of LIS including the researcher, many of them were admitted to study the course due to entry requirement or just to fill the admission quarter allotted for the course. However, gradually the subscription by many candidates to study the course increased, making the course one of the most subscribed, and it became so competitive to gain admission to study LIS. Could it be due to the quality of the lecturers; the skills of the graduates in the job market; the versatility of the graduates to fit into any organization as information managers? To this end this study titled “relationship between skills acquired and on the job performance of Library and Information Science (LIS) graduates of Umaru Musa Yar’adua University Katsina, Nigeria” is undertaken to ascertain the true picture of the reasons behind the continuous surge in the number of candidates applying to study the course.

The quality of graduates and their relative performance is largely influenced by the quality of the system of education they went through, this also develop their mental and academic capacity to function optimally in the society (Ojedokun & Moahi, 2005). It is believed that the quality of higher institutions determines the progress and development or otherwise of the societies they are situated in. The experiences, knowhow and skills acquisition necessary for the citizenry to acquire for functioning to support societal development in the industry, academia and civil service are determined by the quality of education received at tertiary level (Haider, 2008 & Burnet, 2013).

Also, program in tertiary institutions are constantly reviewed and improved to ensure quality in tune with contemporary standards, and one of the criteria of ascertaining the quality of educational programs is by studying the performance and relevance of the graduates of such programs and especially as they practice (Zainab, Edzan & Rahman 2004; Shongwe & Ocholla, 2011). Through research and evaluation of higher institutions’ graduates’ performance their overall standard and need for adjustments where necessary are ascertained and it open new ways for doing the right thing in curriculum development and improved teaching and learning standards (Top Universities, 2013).

Graduates survey otherwise known as tracer studies is an organized carefully executed activity aimed at going after graduates of an institution to bring to light how they are coping with the rigors of job market and or their respective work place over a period of time in order to make informed decisions on their status (Shongwe & Ocholla, 2011). Many terms are used to refer to this kind of study which include Graduate survey/study (Alera, 2017), Alumni survey/study, (Balingbin, 2014), graduate tracking (Colarte, 2007), follow-up survey, transition survey, tracer survey/study (Shongwe & Ocholla, 2011).

As a matter of importance, it is believed that tracer studies investigate and evaluates the present status and future prospects and opportunities of employment of graduates (Boaduo, Mensah & Babitseng, 2009). Much more information regarding the graduates is identified and can be tabulated to have general statistics

regarding the demographic information of graduates through tracer studies which include their job title and experience.

Library and Information Science has taken a new dimension due to so many factors, including technological advancements in information handling and communication. It has become glaringly clear that the profession is now indispensable in contemporary information literate society, informed by the ever-increasing demand for knowledge management in this era when the world had become what is termed as information driven society and or a global village (Abdulrahman & Habila, 2017). The Library and Information Science profession is one that requires familiarity of, application and be driven by Information and Communication s Technologies (ICT), this is due to the professions' basic objectives of providing the necessary required information that is timely and as when demanded.

ICTs have greatly transformed the way and manner information is sought, accessed, processed and presented. It has also given information users/seekers unlimited access to a world of information with questionable credibility and source (Ekoja & Odu 2016) and greatly facilitates the acquisition and absorption of knowledge. Hence, librarians require modern ICT skills in order to provide effective information service to users.

According to Kumar (2010) the goal of Library and Information Science education is to equip LIS graduates with competencies and skills to meet the ever changing needs of the users in multi-faceted, interdisciplinary environment. The changing needs of users' and rapid development on technological fronts demands new competencies of LIS graduates to enhance employability. Future graduates need to develop an understanding of competencies and skills required to pursue a career in information professionalism.

Salubi (2017) presented some skills and abilities employers of LIS graduates require to include:

Computer and information technological skills for using Internet and computer communication networks; Information retrieval skill in traditional classification and cataloguing, indexing and abstracting; Web/blog design skills and project management/leadership skills; Excellent understanding of library management software and the virtual environment negotiation skills; Research and publication skills; Library automation skills; Budgeting and library financing skills; Cataloguing and indexing using appropriate digital metadata classification skills using appropriate subject classification scheme; Digitization and management of institutional repository using online databases, traditional/online reference skills, advanced internet search skills; Good understanding of electronic security system; Collection development in an ICT-driven society; Application of social media networks to library services, among others.

The field of Library and Information Science has transformed tremendously due to the advent of ICT as a means of faster, safer, convenient and timely means of providing and meeting the society's information needs. The basic objective of LIS remains unchanged: to equip LIS students for various library activities and to provide trained manpower to manage different types of libraries, other information driven establishments and for all inclusive society. In response to the posing challenges and to maintain relevance in the highly competitive knowledge economy. The departments of LIS have brought about several changes in LIS curricular, methods of instruction, use of ICT in teaching, learning, etc. to equip students with relevant skills and competencies for competitive advantage in the job market (Tadasad, 2015).

Concerns about the balance between theory and practice in LIS remain a point to always reflect upon, especially with the ever changing technology. Dillon and Norris (2005) found flaws in many of the reports, but maintained that there is inconsistency in the quality and rigour of LIS programs. This discrepancy, they argue, is also found in the preparedness and quality of graduates of LIS programs. Their proposed solution is not a change in accrediting standards or a push to increase the level of research performed by practitioners, but an increase in confidence and a sense of authority by the profession in addressing both theory and practice in the preparation of LIS students. Holt and Strock also address the supposed LIS “crisis” of the mid-2000s in a Library Journal article titled, “The Entry-Level Gap” (2005). The performance crisis described in their article is a lack of entry-level jobs for graduates juxtaposed with a perceived lack of hire-able candidates by library administrators.

Tracer studies have enjoyed popularity in LIS training needs/assessment analyses over the past 20 years in Africa in studies by scholars such as Anadiran (1988) in Nigeria; Alemna (1991, 1999) and Kisiedu (1993) in Ghana; Rosenberg (1989, 1994) in Kenya; Ocholla (2001 and 2005) and Stilwell (2004) in South Africa; Rugambwa (1998) and Mammo (2007) in Ethiopia; Aina and Moahi (1999) in Botswana; and Lutwana and Kigongo-Bukenya (2004) in Uganda.

Mammo (2007) conducted a study on the status of LIS education in Ethiopia and the perceptions of graduates on the LIS program. The study revealed that in one university, the LIS program changed to Information Systems because of university-wide changes, while in another university, the LIS curriculum remained the same. Graduates indicated that they were not satisfied with the LIS program.

2. Purpose of the study

The general objective of this study is to uncover the relationship between the skills acquired and performance of the UMYU LIS students in the job market. We attempted to answer the following research questions:

- i. What are the skills acquired by UMYU LIS graduates during training for their job orientation?
- ii. How are UMYU LIS graduates performing in their respective jobs?
- iii. And how relevant are the UMYU LIS graduates’ skills in the job market?

And the hypotheses tested were

H01 There is no significant relationship between UMYU LIS graduates’ skills and their performing in their respective jobs.

H02 There is no significant relationship between UMYU LIS graduates’ skills and their relevance in the job market.

3. Methodology

This section explains the methodology used in the study to collect data for analysis of the results which also highlights the population and sample of the study. This paper titled ... was extracted from a master’s degree dissertation titled A tracer study on relevance and employability in the job market of Library and Information Science graduates of Umaru Musa Yar’adua University Katsina 2010-2019. A cross-sectional study of the cohort of UMYU LIS graduates is necessary to bring to light some salient issues about the

graduates. The paper employs the positivist paradigm as it provides for the ability to investigate the true picture of the situation objectively. The positivist employs scientific method and systematically generalize the outcome of the investigation using quantifiable approach, meaning that they believe knowledge is objective and quantifiable. Positivism is generally concerned with exploring the true nature of issues and presenting it by empirical means (Henning, Van Rensburg & Smit, 2004).

The survey research design was adopted for the study because it gives an advantage of studying a population using questionnaire and collecting data on the subjects and the data can easily be subjected to statistical analysis (Powel & Connaway, 2004). While qualitative research method was adopted for the study. The study population comprised of all the LIS graduates of UMYU working in Katsina metropolis, however, to ensure objectivity, confidentiality and unbiased in responses their employers of labour (HODs, Librarians, heads of institutions and or organisations, etc) were the assessors of the relevant sections on the questionnaires distributed. The study used total enumeration sampling technic due to limited number of employed UMYU LIS graduates in the area of study. Twelve establishments were identified and questionnaires were distributed accordingly.

Questionnaire was used as instrument for data collection and the researcher distributed same with the help of research assistants. The questionnaire was validated to ensure face and content validity by experts in the field, statisticians and language experts. The reliability index obtained using the Guttman Split-half method alpha was 0.882 which was good enough to ensure reliable usage. The data collected was analysed using descriptive statistics and statistical package for social sciences (SPSS) version 26 where tables and frequency, mean and percentages were used. the null hypotheses were tested using PPMC and the text of significance was 0.05 ($P=0.05$)

4. Findings

The findings are presented and discussed in sections 4.1 to 4.3 below.

4.1 Skills acquired by the UMYU LIS graduates

On the graduates acquired skills, opinion on the graduates in the table revealed that Time manage was low on the scale among skills acquired by the graduates during their training in the university. Most responses consisting of 44.9% and 12.2% for very low and low were of the view that the graduates' acquisition of Time management during training was not adequate. Only 32.7% of the responses said it was on the average. The mean score of 2.12 with a standard deviation of 1.178 showed that most responses did not agree that the graduates had adequate Time management skill during their training as undergraduates in the university.

The responses were of the view that the graduates did not acquire adequate creativity and initiation in job execution skill during their undergraduate training. In the table the mean score of 2.85 for the skill was lower than the benchmark of 3.0. The responses did not agree that the graduate have adequate information management skill. The mean score for the skill is 2.53 which was far lower than the benchmark of 3.0. The responses did not agree that the graduates had the skills of keeping abreast with job related knowledge. The mean score of 2.66 was lower than the benchmark and only 4.1% and 21.4% of the responses indicating that skills acquisition was very high and high respectively. But 39.8% of the responses said acquisition was at average level while 28.6% and 6.1% said it was very low and low. On skill of Meeting of

approved goals for the organization, responses did not agree that the graduates could be credited with adequate acquisition; while 31.6% said it was low, 19.4% were of the view that it was very low. Only 10.2% and 14.3% said it was very high and high respectively. The mean score was 2.64 with a standard deviation of 1.237. The skill of taking extra responsibility along with assigned duties was found to be worse off with mean score of 2.17 by the responses. In the table, 48.0% and 4.1% of the responses were of the view that such skill was very low and low respectively among those acquired by the graduates while in school. Only 33.7% of the responses were of the view that the graduates have average of such skill and 11.2% said it was high with 3.1% rating it as very high.

Responses charts did not agree that the graduate could be said to have acquired the skill of actively participating in meetings and consultations in their training. The mean score was 2.43 with a standard deviation of 1.400. But responses were of the view that the graduates' acquired communication skills from their training at undergraduate level. In the table, 4.1% and 58.2% of the responses rated their communication skill to be very high and high respectively. Only 3.1% and 15.3% of the responses rated the communications skill to be low and very low respectively. The mean score for the skill was 3.3 with a standard deviation of 1.138 and the mean was higher than the benchmark of 3.0. Mean scores for other skills like ICT (2.38), Punctuality and regularity to work (2.71), Working with others as a team (2.32), Supervision and assessing work performed by others (2.80), Working with minimum supervision (2.35 and Coordinating ability (2.74) were all scored below average (3.0) which implied that the responses did not agree that the graduates could be said to have acquired them during their undergraduate training in the university. The only skills that could be said to have been acquired above average by the graduates from their undergraduate training as indicated in the table and Figure 6 were communication (3.33) and Anticipating and proffering solutions to problems (3.17). as they arise. The aggregate mean of 2.61 was lower than the benchmark (3.0). Which implied that responses were of the opinion that the graduates did not acquire adequate skills for the job market.

4.2 Relevance of the UMYU LIS graduates acquired skills

The relevance of the acquired skills by graduates of the UMYU LIS graduates in the job market are assessed on a five-point scale. Responses were of the view that Information Management Skill acquired by the graduates was relevant in the job market. In support of this opinion, 15.3% and 25.5% of the responses rated the skill as highly relevant (HR) and relevant (R) respectively and 16.3% of the responses did not express their opinion on the notion. But 29.6% of the responses were of the view that skill's relevance in the job market was low while 13.3% were of the opinion that the skill was not relevant in the job market. The mean score of 3.00 was equivalent to the bench mark of 3.0 which means that responses did not disagree with relevance of the skill in the job market. The responses did not agree that the graduates' skill on Conservation and preservation of information resources was relevant in the job market as their rating was very low with a mean of 1.98 compared with the benchmark mean of 3.0. But the responses acknowledged the relevance of Information Organization skill acquired by the graduate to the job market. The mean score was 3.24 which was higher than the benchmark of 3.0. The research skill acquired by the graduate was not considered relevant in the job market by the responses as their mean score for the skill was 2.63. This negative perception of the graduates' acquired skills goes on to include social networking, (2.45), Human resource management skills (2.32), Web/blog design skills (2.68) and Project management skills with a

mean of 2.69. Other skills acquired by the graduates not considered relevant in the job market included Budgeting and library financing skills (2.83), Collection Development skills (2.90), Internet Network and networking skills (2.59), Digital Repository skills (2.78), Marketing and Promotion Skills (2.74) and Marketing and Promotion Skills (2.93). The ratings of these skills by the responses were all below the benchmark mean of 3.0. But the responses were of the view that ICT Skills acquired by the graduates were very relevant in the job market. It could be concluded that responses were generally of the view that information organization and its skills acquired by graduates during undergraduate training were their adequately relevant skills in the job market. The aggregate mean of 2.72 is lower than the midpoint average of 3.0 which implied that the responses did not consider the acquired skills of the graduates relevant in the job market.

4.3 Performance of the UMYU LIS graduates on the job

The graduates' performances in their respective jobs were assessed here on a five-point scale, responses were generally of the opinion that performances of UMYU LIS graduates in the job market were better than others in teaching. In the table, 11.2% and 51.0% of the responses rated the graduates' performances as very high (VH) and high respectively. Only 31.6% and 4.1% of the responses were of the opinion that the graduates' performances were low and very low respectively. But the mean score obtained for the item was 3.34 with a standard deviation of 1.157 and was higher than the midpoint average (3.0). This comparative approach was used generally in the table. The responses did not agree that performances of the graduates compared to their counterparts in information processing were better. The mean score was 2.16. Other areas of performance in which the graduates were equally rated low were ICT handling (2.50) and Internet searching (2.60). In terms of communication skills, performances of the graduate were highly rated by the responses. The mean score was 4.09 with 48.0% and 32.7% of the responses rating as very high and high respectively. Responses did not agree that performances of the graduate under pressure could be said to be better than others in the field. The mean score 2.71 was lower than the benchmark (3.0).

Others in which performances of the graduates were rated very low mean score compared to others in the field were: team work (2.02), innovation (2.84), interpersonal relations (2.85), punctuality and timeliness (2.01), research (2.29) and working under less supervision (2.68). The aggregate mean score of 2.66 for the table is lower than the benchmark (3.0) which showed that most responses did not rate the graduates' performances adequate in the field.

5. Test of hypotheses

The tests were carried out at a fixed probability level of 0.05. The hypotheses were formulated and tested as follows:

Hypothesis I: There is no significant relationship between UMYU LIS graduates' acquired skills and their performance in their respective jobs

Results revealed that acquired skills during training as undergraduate in the university was significantly correlated with the graduates' performances in their respective jobs. The observed correlation coefficient (0.587) was positive which implied a linear relationship between the two variables. The p-value obtained at 96 df was 0.000 ($p < 0.05$). These observations implied that acquired skills of graduate from their training

could play a significant role in their job performances in the various organization in which they were employed. These observations provided sufficient evidence for rejecting the null hypothesis that, there is no significant relationship between UMYU LIS graduates' acquired skills and their performance in their respective jobs.

Hypothesis II: There is no significant relationship between UMYU LIS graduates' skills and their relevance in the job market.

revealed that the UMYU LIS graduates' skills and relevance of the skills in the job market were significantly correlated. The correlation coefficient obtained at 96 df was 0.608 with a p-value of 0.000 ($p < 0.05$). These observations provided enough evidence for rejecting the null hypothesis that, there is no significant relationship between UMYU LIS graduates' skills and their relevance in the job market. In other words, the perceived relevance of graduates' acquired skill could play a significant role in their employability in the job market.

6. Conclusion

From the analysis of the data and test of the hypotheses of this study, the study concludes that:

The UMYU LIS graduates require more skills to improve their relevance and employability in job market this will give them an advantage over others especially in general work-related skills. It is also concluded that the demand for UMYU LIS graduates is below average in the job market, this could be due the perceived low on the job skills acquired during training and for optimum performance on the job. While the performances of UMYU LIS graduates are comparatively below average in the job market.

From the statistical analysis of the study, it was found that responses charts were of the view that the graduates did not acquire adequate skills required in the job market. The study found that the only skills for which the graduates were rated above average were in communication, anticipating and proffering solutions to problems as they arise. The graduates' skills in creativity and initiation in job execution, adequate information management skill, taking of extra responsibility along with assigned duties, punctuality/ regularity to work, keeping abreast with job related knowledge, meeting approved goals for organization among others were generally not adequate.

This study found that some of the skills like Information Organization and ICT Skills acquired by the graduates during their undergraduate training were generally considered to be relevant in the job market. The study found that most of the acquired skills like research, social networking, Human resource management, Web/blog design, Project management budgeting, library financing, Collection Development, Digital Repository, Marketing and Promotion and Conservation and preservation of information resources among others were not rated adequately as being relevant in the job market. The finding here are in line with Emezie and Nwaohiri (2013) who argued that the emergence of ICT has redefined the contemporary information professional's role and Amadi (2013) who opined that the advent of ICT is a boost to information professional services as a result of the professionals harnessing the potentials of ICT to reach out to the teeming information users. The finding here agrees with Tadasad (2014) who stated that LIS graduates are recruited into public enterprises, industrial establishments, academic institutions, corporate sector including software industries and today one may find opportunities mainly in the private sector compared to the public sector.

The major findings from the data analysis (in relation to the research objectives) and test of the study's hypotheses are summarized below:

The acquired skills by UMYU LIS graduates as the first objective of the research were not generally adequate for the job market. In line with the second research objective the performance by UMYU LIS graduates in the job market was not adequate. The third objective is realized as it is also found that the only skills acquired by the graduates and found to be relevant in the job market were communication skills, information organization and ICTs skill.

The first null hypothesis revealed that there was significant relationship between UMYU LIS graduates' acquired skills and their performance in their respective jobs.

The second null hypothesis revealed that there was significant relationship between UMYU LIS graduates' skills and their relevance in the job market.

Based on the findings from the analysed data, the researcher would want to recommend as follows:

1. The UMYU LIS curriculum need a revision to incorporate skills required and thereby making it more relevant in the job market.
2. There is need for improved practical sessions and entrepreneurship skills development in divergent field during the period of study of the LIS students to equip them with the basic competitive skills in the job market.
3. There is need to improve on the various components involved in teaching and learning for improved skill orientation among undergraduate students of the department.
4. There is a need for periodic review of the curriculum to ensure that skill orientation is adhered to in its implementation especially in other related fields to equip the LIS graduates with contemporary skills especially regarding teamwork, critical thinking skills etcetera.

7. Implication of the study findings

This study found that UMYU LIS graduates need to acquire more skills required in the job market which is an important issue that needs to be revisited by the policy makers such as NALISE, NUC and the NLA. The study found that the UMYU LIS curriculum requires some input to be versatile enough to encompass skill requirement by undergraduates of the university to equip them adequately for the job market which in turn will lead to higher demand for the graduates, this is to improve the theoretical teachings in class room, and also to technically improve and support the graduates in their practice. The study results are very much beneficial and contributes immensely to the body of knowledge in Library and Information Science profession and these findings could be of importance on curriculum review of the UMYU LIS department. The findings could serve as a baseline for authorities of Umaru Musa Yar'adua University, Katsina, Nigeria to develop curriculum review policies where graduates will acquire skills in LIS program that can meet the needs and aspiration of employers of labour which in turn benefits the entire society. Further, the findings of the study would help in contributing to knowledge in the field of library and information science about library practice. The findings could also help in the creation of awareness within the academic community on the importance of LIS profession for sustainable national development by improving the current standards of the curriculum and embarking on more related researches to bring to light more issues towards enhancing the LIS professional practice.

8. List of tables

Table 1: Population of UMYU LIS graduates 2008/2009 to 2019/2020 sessions

S/N	Year of Graduation	Population
1	2008/2009	7
2	2009/2010	32
3	2010/2011	43
4	2011/2012	51
5	2012/2013	63
6	2013/2014	87
7	2014/2015	119
8	2015/2016	159
9	2016/2017	133
10	2017/2018	97
11	2018/2019	93
12	2019/2020	95
13	Total	979

Source: LIS Department, UMYU

Table 2 Response rate from respondent of the identified organizations ((N=98) N=Number

Sn	Place of work	N. administered	N returned	Percentage
1	Dept of Library and Information Science UMYU	8	6	75.0
2	Umaru Musa Yar'adua University (UMYU) Library	18	16	88.9
3	Federal College of Education Katsina	10	7	70.0
4	Hassan Usman Katsina Polytechnic Library Katsina	14	10	71.4
5	Ministry of Education Katsina (Teachers)	24	22	91.7
6	Katsina State Institute of Technology and Management Library	1	1	100.0
7	Banks	15	14	93.3
8	NGOs	8	6	75.0
9	Federal Medical Center Katsina	8	6	75.0
10	Alqalam University	4	3	75.0
11	Katsina State Civil Service	6	4	66.7
12	Katsina State Television (KTTV)	4	3	75.0
Total		120	98	81.7

Source: Field survey 2021

Table 3: Opinions of the respondents on skills of the graduates (N=98)

Sn	Acquired skills of the graduates	Very high		High		Average		Low		Very low		Mean	Std. Dev.
		F	%	F	%	F	%	F	%	F	%		
1	Time management in job execution	4	4.1	6	6.1	32	32.7	12	12.2	4	4.1	2.12	1.178
2	Creativity and initiation in job execution	16	16.3	5	5.1	31	31.6	4	4.0	6	6.1	2.85	1.161
3	Information Management	4	4.1	25	25.5	26	26.5	7	7.1	3	3.1	2.53	1.325
4	Keeping abreast with job related knowledge	4	4.1	21	21.4	39	39.8	6	6.1	2	2.1	2.66	1.218
5	Meeting of approved goals	10	10.2	14	14.3	24	24.5	31	31.6	19	19.4	2.64	1.237
6	Taking extra responsibility	3	3.1	11	11.2	33	33.7	4	4.1	4	4.1	2.17	1.235
7	Actively participating in meetings and consultations	12	12.2	9	9.2	26	26.5	13	13.3	3	3.1	2.43	1.400
8	Using communication skills	4	4.1	57	58.2	19	19.4	3	3.1	15	15.3	3.33	1.138
9	Information and communication technologies skills	6	6.1	15	15.3	29	29.6	8	8.2	4	4.1	2.38	1.320
10	Punctuality and regularity to work	10	10.2	22	22.4	27	27.6	8	8.2	31	31.6	2.71	1.385
11	Working with others as a team	3	3.1	21	21.4	26	26.5	2	2.0	4	4.1	2.32	1.336
12	Supervision and assessing work performed by others	3	3.1	31	31.6	33	33.7	5	5.1	2	2.1	2.80	1.235
13	Working with minimum supervision	7	7.1	11	11.2	30	30.6	11	11.2	3	3.1	2.35	1.301
14	Coordinating ability	15	15.3	16	16.3	20	20.4	23	23.5	2	2.1	2.74	1.394
15	Anticipating and proffering solutions to problems	14	14.3	3	3.1	28	28.6	11	11.2	15	15.3	3.17	1.260
Aggregate mean											2.61	0.56	
(Benchmark = 3.0)												9	

Table 4: Opinions of responses charts on relevance of skills acquired by the graduates during training (N=98)

HR=Highly Relevant, REL= Relevant, UN=Undecided, LR=Low Relevance and NR=Not Relevant

S n	Relevance of skills	H R		Rel		Un		L R r		N R		Mea n	Std. Dev.
		F	%	F	%	F	%	F	%	F	%		
1	Information Management Skills	15	15.3	2	25.	16	16.	2	29.	13	13.3	3.00	1.308
2	Conservation and preservation of information resources	1	1.0	19	19.	16	16.	3	3.1	5	60.	1.98	1.284
3	Information Organization	17	17.3	3	30.	14	14.	3	34.	3	3.1	3.24	1.193
4	Research skills	4	4.1	2	25.	2	29.	11	11.2	2	29.	2.63	1.263
5	Social networking	3	3.1	10	10.2	4	43.	14	14.	2	28.	2.45	1.104
6	Human resource management skills	5	5.1	17	17.3	2	25.	8	8.2	4	43.	2.32	1.328
7	Web/blog design skills	8	8.2	23	23.	2	24.	16	16.	27	27.	2.68	1.321
8	Project management skills	9	9.2	19	19.	2	24.	2	25.	21	21.	2.69	1.263
9	Budgeting and library financing skills	12	12.2	2	24.	2	20.	19	19.	23	23.	2.83	1.362
10	Collection Development skills	18	18.	4	4	17	17.3	2	26.	19	19.	2.90	1.403
11	Internet Network and networking skills	7	7.1	23	23.	16	16.	27	27.	2	25.	2.59	1.291
12	Digital Repository skills	9	9.2	2	24.	19	19.	2	28.	18	18.	2.78	1.264
13	Marketing and Promotion Skills	15	15.3	16	16.	2	20.	23	23.	2	24.	2.74	1.394
14	Consultancy services	18	18.	2	20.	19	19.	19	19.	22	22.	2.93	1.431
15	ICT Skills	24	24.	14	14.	22	22.	22	22.	16	16.	3.08	1.419
Aggregate mean											2.72	0.619	
(Benchmark = 3.0)													

Table 5: Opinions of Responses on Graduates' Performances in their Respective Jobs (N=98) VH= Very High, F=Frequency and Std. Dev.= Standard Deviation

S/N	Extent of performance	V H		High		Average		Low		Very low		Mean	Std. Dev.
		F	%	F	%	F	%	F	%	F	%		
1	Perform better than others in teaching	11	11.2	50	51.0	2	2.0	31	31.6	4	4.1	3.34	1.157
2	Perform better than others in information processing	3	3.1	10	10.2	34	34.7	4	4.1	47	48.0	2.16	1.224
3	Perform better than others in ICT handling	2	2.0	20	20.4	34	34.7	11	11.2	31	31.6	2.50	1.195
4	Perform better than others in communication	47	48.0	32	32.7	2	2.0	15	15.3	2	2.0	4.09	1.141
5	Perform better than others in internet searching	10	10.2	9	9.2	36	36.7	18	18.4	25	25.5	2.60	1.250
6	Perform better than others in working under pressure	14	14.3	13	13.3	24	24.5	25	25.5	22	22.4	2.71	1.339
7	Perform better than others in team work	1	1.0	11	11.2	29	29.6	5	5.1	52	53.1	2.02	1.175
8	Perform better than others in innovation	11	11.2	10	10.2	43	43.9	20	20.4	14	14.3	2.84	1.146
9	Perform better than others in interpersonal relations	11	11.2	14	14.3	40	40.8	15	15.3	18	18.4	2.85	1.213
10	Perform better than others in punctuality and timeliness	3	3.1	11	11.2	23	23.5	8	8.2	53	54.1	2.01	1.231
11	Perform better than others in research	2	2.0	10	10.2	35	35.7	18	18.4	33	33.7	2.29	1.103
12	Perform better than others under less supervision	8	8.2	19	19.4	22	22.4	32	32.7	17	17.3	2.68	1.206
Aggregate mean											2.66	0.527	

(Benchmark = 3.0)

Table 6: Correlation between UMYU LIS Graduates' Acquired Skills and their Performance in their Respective Jobs.

Variables	N	Mean	Std. Dev	Std Error	r-calc.	df	p-value
Acquired skills	98	2.61	0.569	0.057	0.587	96	0.000
Job performance	98	2.66	0.527	0.053			

($p < 0.05$)

Table 7: Correlation Between UMYU LIS Graduates' Acquired Skills and the Skills' Relevance in the Job Market.

Variables	N	Mean	Std. Dev	Std Error	r-calc.	df	p-value
Acquired skills	98	2.61	0.569	0.057	0.608	96	0.000
Relevance of skills	98	2.72	0.619	0.062			

($p < 0.05$)

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