

A Tracer Study on the Perceived Impact of Leadership of the University of the Philippines School of Library and Information Studies (UP SLIS) Bachelor of Library and Information Science (BLIS) Student Council (SC) to Post-graduation Professional Life

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Abstract. This study is a descriptive research which sought to find out what has become of former UP School of Library and Information Studies student council members post-graduation and their perception of the impact of having undertaken leadership roles on the college-level on their development as professionals, in terms of student leadership competencies, and of characteristics and competencies of a modern LIS professional. The study utilized survey questionnaire with population and sample being former student council member graduates of the UP SLIS for the period 2003-2018. Data collected were analyzed using statistics and graphs. The study found that the graduates are generally employed, practicing in the LIS field, if not taking up post-graduate studies. Most respondents, a year after graduation, have received increased remunerations. Their general perception of experiences with the UP SLIS SC is positive. Specifically, they perceive student leadership competencies and non-traditional competencies of LIS professionals as being well improved upon, though they feel the opposite with regards to traditional LIS competencies. Though not necessarily determinant of their outcomes, these now professionals' experiences with the UP SLIS SC have guided them to their respective states.



Keywords: Student leadership, Student Council, Leadership, Tracer study, Bachelor of Library and Information Science Students

1. Introduction

Student involvement as defined by Astin (1984) is “the quantity and quality of the physical and psychological energy that students invest in the college experience” (p. 528). Astin presented a theory on student development, namely, the student involvement theory. They stated that involvement is viewed in various manifestations, such as, academic work, extracurricular activities, and faculty and institutional personnel interaction. With these forms of involvement, the theory states that “the greater the student’s involvement in college, the greater will be the amount of student learning and personal development.” (Astin, 1984, pp. 528-529). Astin also talked specifically about involvement in student government, wherein it is associated with “greater than average increases in political liberalism, hedonism, artistic interests, and status needs, as well as greater than average satisfaction with student friendships” (Astin, 1984, p. 526). When talking about involvement and developmental outcomes, they posit that “the connection between particular forms of involvement and particular outcomes is an important question that should be addressed in future research” (Astin, 1984, p. 527). As for educators, they state that how effective educational policies or practices are, is directly proportional to how much student involvement it can generate.

Trafford and Griffiths (2004) presented a discourse on the valuable role student councils play from the perspective of both student and teacher/administrator. The article exhumed ideas, such as, democracy, and the thought that student councils have a responsibility to bring about participatory action whilst not infringing on students' right to decide to opt out of participation. They continued this thought stating “creating a more democratic school environment is what this is about. At the heart of that environment must, I believe, be some kind of

formal democratic structure, such as, a school council. The mere existence of an effective council makes a statement about the school and its attitude to its students” (Trafford & Griffiths, 2004, p. 93). Their article also played around with the idea that student councils aid in making coherent and communicating the voice of the student body to the faculty and administration and thus enabling them to be more involved in discussions of how students are taught, consequently aiding them in their own development.

Since 1962, the School of Library and Information Studies Student Council (SLIS SC) at the University of the Philippines Diliman has existed as a part of the dual role of the University of the Philippines Library and Information Science Students' Association (UP LISSA), a college-based student organization in the same university. As such, it was tasked with “promoting the aims and ideas of the students, uphold students’ rights and welfare, and help in the development of the students’ information-management skills towards a well-informed society capable of contributing to nation building” (UP Library and Information Science Students' Association, 2008, Brief History). It is also stated that “in 2002, the UP LISSA and the Student Council separated due to differing mission and goals” (UP LISSA, 2008, Brief History) according to the organization’s constitution.

Today, the School of Library and Information Studies Student Council is guided by its 2013 Constitution. Therein, the SLIS SC is described as “a Student Council representative of the democratic interest of the SLIS studentry, determined to maximize all venues of student activity to promote and protect students of the School, uphold the ethics of the profession, and contribute to nation building” (School of Library and Information Studies Student Council, 2013, Preamble).

Mugwisi and Hikwa (2015) echoed Zainab, Edzan, and Rahman (2004) and Shongwe and Ocholla (2011) when they stated that tracer studies are “essential for any programme of study to constantly evaluate its curriculum to ensure that its content remains relevant, of high quality, and is in tune with the demand of the job market” (Mugwisi & Hikwa, 2015, p. 173). Consequently, they said that tracer studies may be termed as graduate studies, alumni research, and follow-up studies. These studies set sight upon graduates of higher education institutions and make use of them as respondents so as to obtain information that may indicate areas of deficiency in a given program or curriculum. Moreover, they further stated that pertinent information to tracer studies include, but are not limited to, graduates’ professional success, and also the knowledge and skills they have or need in line with their profession. In addition to this, Mugwisi and Hikwa (2015) have said that various tracer studies have objectives relating to ascertaining whether curricula are relevant to job market, prospects of employment, as well as graduates’ satisfaction with these, and the programs they have gone through.

Bacharo (2007) sought to know the employment profile of BLIS graduates who graduated from 1996 to 2005. This study looked back at the study of Serrano (1994), which provided an employment profile of graduates from batches 1964 to 1993.

Seemiller (2016) stated that many institutions include mission statements that focus on a commitment to develop student leaders who, upon graduation, affect their communities and professions. They presented a model of competency development - the student leadership competencies. In discussing this, they articulated how these competencies affect and coincide with student outcomes, wherein one outcome may have several associated competencies. This competencies approach provided a common language to move in, which allowed for assessment of competencies of individuals on leadership as well as mapping to congruent program/curriculum.

Combining the ideas of the traditional tracer studies and assessment of student leadership outcomes, Bialek and Lloyd (1998) conducted their study Post Graduation Impact of Student Leadership with respondents who were graduates of the University of Wisconsin-Madison. In their study, interviews centered on how the respondents recalled their student leadership experience and their perspective on how this has brought impact on their current lives. Through this study, accounts of what alumni perceived to be valuable student leadership involvement towards their current personal or professional lives were documented. It also brought insights, observing themes that flourished from the interviews, such as, student leadership experience, bringing about the creation of relationships and networks, enhancing skills for leadership, management, and teamwork, as well as developing communication skills.

A similar study conducted by Sommers (1992) sought to investigate upon “relationship between college student organization leadership experience and post-college leadership activity” (p. 6). This study was designed to quantify respondents' perception of the value of leadership skills learned, and opinions on what skills needed to be emphasized in college leadership activities as well as post college leadership activities undertaken and affected. Sommers' results showed that factors that have the greatest impact on post-college leadership activities of respondents were the number of college leadership activities partaken, level of involvement, and the level of degree attained. Through the study, the existence of a relationship between student organization leadership experience in college, and post-college leadership activity was supported.

It is around this premise that study sought to find out what has become of former UP School of Library and Information Studies student council members post-graduation and their perception of the impact of having undertaken leadership roles on the college-level on their development as professionals, in

terms of student leadership competencies, and of characteristics and competencies of a modern Filipino LIS professional.

2. Literature Review

Carpenter (1972), with their article *College Student Government as a Leisure Pursuit*, conducted a survey to find out if those involved in student government perceived their roles as something to be learned from; with 91 students from California State College, Long Beach as respondents. Concisely, the results of the study showed that respondents “view their functions and experiences as learning experiences or educational in nature; not as leisure time pursuits” (Carpenter 1972, p. 16). Respondents also felt that their engagements in student government are learning experiences which relate to their future careers.

Astin (1984) in their work *Student Involvement: A Development Theory for Higher Education*, presented a theory on student development, namely the student involvement theory. Student involvement, as defined by them, is “the quantity and quality of the physical and psychological energy that students invest in the college experience” (Astin, 1984, p. 528). They also stated that involvement is viewed in various manifestations, such as, academic work, extracurricular activities, and faculty and institutional personnel interaction. With these forms of involvement, the theory stated that “the greater the student’s involvement in college, the greater will be the amount of student learning and personal development” (Astin, 1984, pp. 528-529).

Astin (1984) also talked about involvement in student government, wherein it is associated with “greater than average increases in political liberalism, hedonism, artistic interests, and status needs as well as greater than average satisfaction with student friendships” (p. 526). When talking about involvement and developmental outcomes, they posited that “the connection between particular forms of involvement and particular outcomes is an important question that should be addressed in future research” (Astin, 1984, p. 527). As for educators,

they stated that how effective educational policies or practices are, is directly proportional to how much student involvement it can generate. In summation, Astin (1984) stated “this theory of student involvement can be used both by researchers to guide their investigation of student development—and by college administrators and faculty—to help them design more effective learning environments” (p. 518).

Trafford & Griffiths (2004) in their article *How do student councils encourage student participation?* presented a discourse on the valuable role student councils play from the perspective of both student and teacher/administrator. The article exhumed ideas, such as, democracy and the thought that student councils have a responsibility to bring about participatory action whilst not infringing on students' right to decide to opt out of participation. They continued this thought stating “creating a more democratic school environment is what this is about. At the heart of that environment must, I believe, be some kind of formal democratic structure such as a school council. The mere existence of an effective council makes a statement about the school and its attitude to its students” (Trafford & Griffiths, 2004, p. 93). The article also played around with the idea that student councils aid in making coherent and communicating the voice of the student body to the faculty and administration and thus enabling them to be more involved in discussions of how students are taught, aiding in their own development.

Miles (2011) reinforced the idea that student governments tend to work well when supported by school administrators or advisors, in the study *Reflections of Student Government Association Leaders: Implications for Advisors*. Student government is one such organization where participating students can gain leadership skills and engage with their community. These students represent their needs to faculty and administrators, and are regarded with esteem as they are tasked with various responsibilities. Members of this demographic of

students, particularly thirteen (13) presidents of student government associations, were interviewed for Miles' study. The interviews revealed that administrators and faculty, more specifically advisers of the student government played a unique role in the experiences of the former student government presidents. "Advisors are in a unique position to decide when to allow for failure as a teachable moment and when the situation is too serious to permit failure. Those teachable moments may represent significant steps in the student's development" (Miles, 2011, Discussion and Implications).

Seemiller (2016), recognizing that many institutions include mission statements that focus on a commitment to develop student leaders who upon graduating from said institution should affect their communities and professions, presented a model of competency development, the Student Leadership Competencies. They not only provided an overview of the model but also discussed how it can be mapped congruent to program/curriculum design. Among other things, Seemiller (2016) also discussed how competencies and learning outcomes coincide, stating "An outcome is an end result; a consequence, whereas a competency is knowledge, value, ability, or behavior that assists one in achieving an outcome. Thus, each outcome may have several associated competencies" (p. 52). Admittedly, Seemiller stated that the complexity of leadership is not easily captured by a list of competencies and that a competencies approach puts more emphasis on the leader and less on the process of leadership. That said, the competencies approach is still able to present a means to not only assess but also train individuals on leadership as well as a common language to discuss through.

Dias (2009) in their study stated that colleges and universities are given credit for making flourish the future leaders of society. They state that student government has been likened to a testing ground for learning about what it means to be a leader. Their "study explored the leadership orientations of former student government presidents and how former student government presidents

perceive the impact of the presidency after college” (Dias, 2009, p. 10). Dias concluded through their research and observation that the former student government presidents viewed leadership from the human resource frame. Through this study, the former presidents stated that via their experiences, their knowledge of leadership and skills required to succeed in said roles were increased. They also stated that fulfilling these roles gave them career direction and nurtured in them organizational as well as interpersonal skills. Their experience also heightened their bond to the institution wherein they served office. Overall, their time as student government president has led to their better understanding and respect for those in similar roles of leadership and the challenges and responsibilities they bear.

In this study by Bialek and Lloyd (1998) entitled *Post Graduation Impact of Student Leadership*, the impact of student leadership experiences on the personal and professional lives of graduates was investigated. Qualitative research was done through the use of interviews via telephone. Twenty-six alumni were able to respond for the interviews. The interviews centered on how the respondents recalled their student leadership experience and their perspective on how this had brought impact on their current lives. Through the research of Bialek and Lloyd (1998), the following themes have come to light: first, is “student leadership resulted in meeting and working with a wide range of people” (p. 3); second, “student leadership involvement enhanced leadership, management, and teamwork skills” (p. 4); third, that “student leadership increased the sense of pride in and connection to the university” (p. 4); fourth, the respondents’ “professional leadership, management, and teamwork skills were enhanced by student leadership experience” (p. 5); fifth “personal and professional interpersonal communication skills were improved by student leadership experience” (p. 5), and; finally, the respondents’ “self-confidence and professional poise were increased by student leadership experience” (p. 6). Through this study, accounts of what alumni perceived to be valuable student

leadership involvement towards their current personal or professional lives were documented.

Sommers (1992) investigated upon the relationship between college student organization leadership experience and leadership activity post college. This study was designed to quantify respondents' perception of the value of leadership skills learned, and opinions on what skills need to be emphasized in college leadership activities as well as post college leadership activities undertaken and affected. Descriptive statistics were used to determine whether there existed a relationship between data gathered. Results of the study showed that factors that have the greatest impact on post-college leadership activities of respondents were the number of college leadership activities partaken, level of involvement, and the level of degree attained. The study indicated that no significant differences existed between genders or among academic colleges with regard to the frequency of post college activities. The study provided evidence that there is a relationship between college student organization leadership experience and post-college leadership activity. Sommers (1992) recommended that to continue to learn more “about college student leadership and its influence on participation in leadership activities after college” this study be replicated “using samples from other colleges and universities so the results can be generalized to groups other than OSU students” (p. 87).

Fraser-Arnott (2017) stated that as librarians become more involved in projects and cooperative efforts which require them to manifest their broad range of knowledge and competencies extending beyond traditional librarianship and encompassing aspects of records management, information management, and knowledge management, they need to be information specialists. As daunting as the task of broadening one's knowledge may be, it is helpful to explore competencies of these various information disciplines in the hopes of development. With these thoughts, Fraser-Arnott delved into the shared competencies of the aforementioned disciplines.

By analyzing existing competency profiles developed by professional associations and employers of information workers, such as, government agencies, Fraser-Arnott (2017) was able to develop a competencies list which includes the following groups: collaboration, client service, and communication; organizational understanding and strategic alignment; programme and service delivery and management; records, information, and knowledge management technical competencies; and personal qualities.

Santos (2017) investigated upon what is comprised within the modern Filipino Librarian. Stating that as time passes, changes happen within the field of LIS and so too shall change be brought about in Filipino librarians. This brought about a need to ask, “how Filipino librarians view themselves in terms of their own competence“ (Santos, 2017, p. 3)? Taking into consideration a multitude of competencies and standards such as those of the American Library Association, Euroguide Report of 2004, Australian Library and Information Association, and the National Competency Standards set forth by the Board for Librarians of the Professional Regulation Commission of the Philippines, Santos also asked, of traditional and non-traditional competencies, which do Filipino librarians recognize to be of utmost importance?

On the matter of traditional competencies, Santos (2017) found that respondents generally agreed upon the following technical skills to be the most useful in the library: cataloging and classification, and indexing and abstracting. Santos' respondents also voiced their unanimous agreement on reference service as another one of the most essential duties performed by librarians. Management skills were also given emphasis by respondents, stating that Filipino librarians take part in all functions of the library and management skills help them fulfill this in an effective and efficient manner.

On the matter of non-traditional competencies, Santos' (2017) respondents gave answers which fell into the following categories: marketing and creativity skills, communication skills, teaching skills, networking and public relations skills, advocacy skills, and IT skills (stated as non-traditional by the respondents). After having gathered these responses, the effort was continued to put into words a description of what a modern LIS professional is. In summation, the modern LIS professional is pro-active, an effective communicator, adaptable, an advocate, and a well-informed mediator of information.

A Tracer Study of Master of Science in Library and Information Science Graduates from the National University of Science and Technology, Bulawayo, Zimbabwe by Mugwisi and Hikwa (2015) was done to peer into the job market for Master of Science in Library and Information Science graduates from the National University of Science and Technology, Zimbabwe. The data gathered were from the period of 2006 to 2013. The study aimed to identify where the graduates work, the nature of their work, competencies they had, and the impact of employer expectations and how this relates to the curriculum of National University of Science and Technology. Both quantitative and qualitative methods were employed in this study. Tools used were a questionnaire and Statistical Package for Social Sciences software. For this study, 33 respondents out of 91 were able to complete the questionnaire. The study showed that “majority of respondents worked in university libraries” (Mugwisi & Hikwa, 2015, p. 178) and that majority of respondents recommended that more ICT and Knowledge management courses be offered. The study hoped that its findings be utilized by the National University of Science and Technology in reviewing their curriculum. The study also recommended that further research be done on market-driven demands.

Similarly, Powell and Partridge (2010) conducted a graduate destination survey, which they state may peer into and provide perspective on a graduate's career progression and current state. Their study respondents were graduates of library

and information science course from the Faculty of Information Technology between 2000 and 2008, at Queensland University of Technology. They had surveyed seventy-four (74) graduates, 90% of whom were found to be working and living in Queensland, and about 70% were employed full-time. Even so, only 1.4% indicated that they were not willfully unemployed, and were looking for work. They also found that 80% of the respondents proclaimed that they were working in the LIS field. They recommend that the survey become a continuing initiative, so that comparisons and analysis may be made down the line.

Bacharo (2007) sought to know the employment profile of BLIS graduates, in particular those that graduated from 1996 to 2005. This study also looked back at the study of Serrano (1994), which provided an employment profile on graduates from batches 1964 to 1993. No other follow-up study was conducted until this (of Bacharo). The study also answered questions on the graduates' entry level into their profession, how effectively they were prepared by the BLIS curriculum, as well as how satisfied they were working in the LIS field. The study also exhausted efforts to locate the graduates, 205 of 300 were found. Questionnaires were used and sent to respondents via mail and email. Data analysis was done after a set number of respondents was met for quota sampling. Respondents maintained that the BLIS education prepared them well for the jobs they were currently engaged in. Majority of their jobs were situated in the field of LIS. For those that subscribed to the informal tracking or specialization in aspects of librarianship, they stated that this had better prepared them for the job they held. Bacharo stated that graduates are generally satisfied with their jobs at the time of asking; for them it is an experience filled with gratification and enrichment. They also perceived their work environments as good working conditions, with opportunity for professional growth.

3. Methodology

Descriptive design was deemed to be most apt for this study. No new variables were introduced, rather interpretation of past experiences were reported by respondents.

The respondents of the study are the former SLIS SC member graduates of School of Library and Information Studies, University of the Philippines Diliman, for the period 2003-2018. The study was unable to cover 100% of the population given the lack of documentation on who were former SLIS SC member graduates of the school. Given that there are at most 7 positions as part of the SLIS SC per term of office, namely, Chairperson (1), Vice-Chairperson (1), Councilors (4), and for the intents and purposes of this study, Representative to the University Student Council (1) - estimated population is at most, 112. The actual population is yet unknown. The sample and number of respondents of this study sits at 23 individuals who were former UP SLIS student council members that have graduated from the school from the years 2006-2018.

Data collected through the survey-questionnaires were analyzed, through the use of descriptive statistics and graphs, by the researcher with the use of Google Forms and Sheets. Through the perceptions and narratives collected, the researcher drew findings and conclusions.

4. Results and Discussion

4.1. UP SLIS Student Council Members Post-graduation

The study is able to report that the 23 respondent former UP SLIS SC member graduates from the years 2006 to 2018 have gone on to be employed or continue on with their formal education, and at times both.

From the data gathered, it is seen that there is an inclination towards further academic development in the form of formal education, as exhibited by 10 of

the 23 respondents. The study also shows that UP SLIS student council members post-graduation are generally employable if not willfully unemployed, the ratio for the respondents being 20:3. The depiction here as well is that they have mostly gone on to be employed in information professions, specifically with 10 of the 23 initially practicing librarianship. Though not librarians by title, the other 10 also worked as information professionals as expounded upon earlier in the section.

The study also shows that even after becoming employed elsewhere from their initial place of employment, majority of the UP SLIS student council members post-graduation continue their practice in information professions. There is an exception to this norm with one (1) respondent pursuing a career more attuned to their second degree in Fine Arts. Currently, 11 of the 20 respondents that have been employed continue working as librarians, with the other 8 in other various forms of information professions.

Majority of the respondents that have been employed, 14 of 20, initially received salary within the range of Php10,000 to Php 20,000. Of the respondents more than a year removed from their graduation, 13 of 17, have gone on to move up in salary range.

4.2. Perception on Their Leadership Roles

This section of the study depicts a quantification of the perception of how former UP SLIS student council members' experiences brought impact to their development as professionals. This was done through the use of a 7-point Likert Scale to show how strong respondents agree or disagree to the statements that follow further on in this section. Wherein said Likert scale, one (1) shows strong disagreement, four (4) shows neutrality, and seven (7) shows strong agreement.

Student Leadership Competencies

Presented here are the perceptions of former UP SLIS student council members on how student leadership competencies, in terms of the eight (8) main clusters (i.e., learning and reasoning; self-awareness and development; group dynamics; personal behavior; civic responsibility; strategic planning; communication; and interpersonal interaction) and four (4) dimensions (i.e., knowledge; value; ability; and behavior) as defined by Corey Seemiller (2016), were affected by their experiences as part of the SLIS SC.

Table 1

Student Leadership Competencies Clusters

Cluster of Student Leadership Competencies	Mean of Scale Value Answered	Population Standard Deviation
Learning and Reasoning	5.673913043	0.8981707939
Self-Awareness and Development	6	0.8469895539
Group Dynamics	6.239130435	0.7990424326
Personal Behavior	5.923913043	0.9581877783
Civic Responsibility	6.173913043	0.9510714284
Strategic Planning	5.858695652	1.166390957
Communication	6.086956522	0.8679332512
Interpersonal Interaction	6.195652174	0.9117485642

In terms of the eight (8) clusters of student leadership competencies, the former UP SLIS student council members generally perceive their experiences with the council to have positively affected them. This is shown through the means of their answers to the Likert scales coming close to if not surpassing 6 with most standard deviations being below 1.

Table 2
Student Leadership Competencies Dimensions

Dimension of Student Leadership Competencies	Mean of Scale Value Answered	Population Standard Deviation
Knowledge	6.016304348	0.9695109899
Value	6.114130435	0.8741556823
Ability	5.945652174	0.9539862641
Behavior	6	0.983560524

In terms of the 4 dimensions of student leadership competencies, the former UP SLIS student council members generally perceive their experiences with the council have positively affected them. This is shown through the means of their answers to the Likert scales coming close to if not surpassing 6 with standard deviations being below 1.

Characteristics and Competencies of a Modern LIS Professional

Presented in this section are the perceptions of former UP SLIS student council members on how their development towards becoming LIS Professionals, in terms of major characteristics of a modern LIS Professional, Traditional Competencies, and Non-Traditional Competencies, as defined by Yhna Therese P. Santos (2017), were affected by their experiences as part of the SLIS SC.

Table 3

Characteristics and Competencies of a Modern LIS Professional

Towards becoming an LIS Professional	Mean of Scale Value Answered	Population Standard Deviation
Characteristics of an LIS Professional	5.591304348	1.537336218
Traditional Competencies of an LIS Professional	4.456521739	1.734640944
Non-Traditional Competencies of an LIS Professional	5.434782609	1.532056124

In terms of their development towards becoming LIS professionals, the former UP SLIS student council members perceive their Characteristics and Non-Traditional Competencies as being positively affected by their experiences with the council, with the mean of their answers to the Likert Scales being above 5 though they are not as attuned with one another with the standard deviation being above 1.5. The former UP SLIS student council members also do not feel strongly about Traditional Competencies of an LIS Professional being affected by their experiences with the council, with the mean of their answers coming close to 4, though they are less in unison in this thought with their standard deviation being greater than 1.7.

The former UP SLIS student council members generally perceive their experiences with the council have positively affected them. Specifically, this is shown through their perceptions of their student leadership competencies, and competencies and characteristics developed towards becoming LIS Professionals. Of the student leadership competencies, and competencies and characteristics developed towards becoming LIS Professionals, the respondents unanimously agree that their knowledge of Self-Awareness and Development, Group Dynamics, Communication, and Interpersonal Interaction were positively affected. The respondents were also unanimous on their perception that their

value placed on Self-Awareness and Development, Group Dynamics, Personal Behavior, Communication, and Interpersonal Interaction, as well as their behavior in Group Dynamics were positively affected. Though not unanimous, most respondents agree that their experiences with the council did not positively affect their traditional competencies in LIS in terms of Cataloging and Classification, and Indexing and Abstracting, as well as a non-traditional competency, specifically IT skills.

4.3. Perceptions on Relationship between Past Roles as Part of UP SLIS Student Council and Post-graduation Professional Life

The former UP SLIS student council members articulated and reiterated how their respective SLIS SC experiences positively affected their competencies as individuals as well as when working within groups. They touched upon both successes and shortcomings they had within their terms and how these came to be learning experiences. They also expressed how being representatives of a community was a challenge they recognized early on.

With regards to their development towards becoming modern LIS Professionals, the respondents were not as unified in their perceptions. A greater number of the respondents gave credit to their SLIS SC experiences whilst some gave no further comments and others outright stated that they learned little to none and at times were exposed to problems of politicking and credit-grabbing. Of those seeing their experiences in a positive light, they were congruent in the thought that being representatives not only endeared them to the LIS field but also gave them motivation to hone their skills and competencies further. They also state that their time with the SLIS SC gave them situations wherein they had to solve problems and plan with stakeholders and the bigger picture in mind.

Definitely, the interactions and contexts they moved around in during their terms with the SLIS SC helped mold their perceptions as professionals today. Whether they gaze upon that time fondly or not, it was at the very least a time

for introspection wherein they looked at their individual competencies and opportunities. For a number of individuals, it helped direct them to their current career paths, whether directly or indirectly.

5. Conclusions

After having analyzed the responses of the former UP SLIS student council members, the researcher is able to express their outcomes and perceptions, with respect to the role UP SLIS SC has had on their post-graduation professional lives.

Most of the respondent former UP SLIS student council members post-graduation have gone on to progress in careers as information professionals, as shown by 20 of the 23. Most of whom are librarians, with project coordinators, research associates, instructors, archivists, and so on. These professionals play a significant role in their local communities and in our society. These now professionals of the LIS field have a commonality, that being they were members of the UP SLIS student council, during their undergraduate years. Not to say that their outcomes were determined by this, but rather this association is not mere coincidence, as reportedly perceived by the former UP SLIS student council members themselves.

Though not all look back fondly at their terms in office nor see this as something they relate to their current professional lives, most do. For most of these professionals, their time as student leaders with the UP SLIS student council has positively affected their development towards what they are today. Though not necessarily in terms of traditional competencies such as cataloging and classification, indexing, and abstracting, their experiences have prepared them to face other challenges. Most notable of what have been positively affected are their competencies regarding Self-Awareness and Development, Group Dynamics, Communication, and Interpersonal Interaction. Competencies made use of on a daily basis as they navigate their professional lives

communicating and working with various people and personalities. Also notable are the strong relations they feel towards the LIS, and UP SLIS communities, as well as the increase in their motivation to hone their skills and competencies further.

For a number of these former UP SLIS student council members their professional lives were nudged towards where they are now, whether directly or indirectly. They were opened up to various opportunities through events held and people met. Their understanding of the role of LIS in society was bettered and unto this day they carry pro-people advocacies.

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