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## The Archival Knowledge and Practices of Academic Librarians in a Private University

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# **The Archival Knowledge and Practices of Academic Librarians in a Private University**

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## **ABSTRACT**

Archivists are managing a large amount of information every day. Hence, the basic foundation of archival philosophy is understanding the nature of archives and manuscripts and that an archivist or a librarian should manage the collections to properly preserve corporate memory. This study used the descriptive methods of research using survey questionnaire to: 1) determine the extent of knowledge and practices of academic librarians on the ten domains based on RA 9470 namely: a) scope, interpretation, and objectives; b) functions of the University Archives; c) structure and staffing pattern; d) management of archival records; e) transparency of transactions and access to information; f) standards, inspection, reporting, and audit; g) administration of University Archives; h) miscellaneous provisions; i) permanent buildings and; j) amendments to implementing rules and regulations; and 2) determine the significant difference of the knowledge and practices of the academic librarians on the ten domains when grouped according to their age, professional qualification, and years of service. Findings revealed that the 12 academic librarians have in-depth archival knowledge of the ten domains. However, the extent of practices shows that there is much to improve in the University Archives particularly on structure and staffing pattern, records management, standards, inspection, reporting, and audit, records access, and permanent building. It was also found that the archival knowledge and practices of the respondents when grouped according to their age, professional qualification, and years of service at SMU have no significant difference.

**Keywords:** archives in academic libraries, archiving, Information storage and retrieval, records management, standards in archiving, University Archives

## **Introduction**

Years back, people have been using varied ways to record, store and distribute information and they kept their records such as wax, papyrus, leather, clay, parchment, paper, and wood (Kargbo, 2016). These records are created and maintained to meet the goals and objectives of the institution and serve as the corporate memories, the raw materials for decision-making, and the basis of legal defensibility of an institution (Kulcu, 2009), thus they are considered as one of the essential information resources. Accordingly, to specify which documents or information were to be stored, records management skills are needed in any organization (Read and Ginn, 2016). Besides, these records should be fully organized regardless of their format so that related ones will stay together for easy retrieval. The International Organization for Standardization (ISO) 15489 (2016) defines the concepts and principles for the creation, capture, and management of records and ensures that authoritative business evidence is generated, collected, maintained, and made available to those who need it, for as long as it is necessary. In this regard, colleges and universities use these standards to ensure that all records produced will come into order.

Saint Mary's University Learning Resource Center (SMULRC) envisions providing excellent, and innovative services to nourish the quest for learning, the pursuit of intellectual growth, the concern for cultural heritage, and the need for information of its stakeholders. This vision statement of SMULRC explains the objectives and roles of the University Archives, i.e., to preserve relevant records, and cultural heritage resources of the university and the Congregatio Immaculati Cordis Mariae (CICM) congregation.

Since the establishment of the University Archives was not included in the history of the SMULRC, it was assumed that it was established between 1985 to 1995. The University Archives was placed in a separate room located on the second floor of the Main Library building. It is clear in the University Learning Resource Center (ULRC) Manual that this section was intended for the safekeeping

of archival and cultural documents, and materials of the University and the CICM congregation. However, the mechanisms on how to organize the materials are still vague because ever since its establishment there are no existing written policies and procedures on how to organize the collections. Thus, this study aimed to determine the knowledge and practices of academic librarians in the context of a private university towards a more functional organizational plan. Specifically, it sought to answer the following questions: 1. What is the extent of knowledge and practices of academic librarians of Saint Mary's University based on the ten domains: 1.1. scope, interpretation, and objectives; 1.2. functions of the University Archives; 1.3. structure and staffing pattern; 1.4. management of archival records; 1.5. transparency of transactions, and access to information; 1.6. standards, inspection, reporting, and audit; 1.7. administration of University Archives; 1.8. miscellaneous provisions; 1.9. permanent buildings; and 1.10. amendments to implementing rules and regulations?; and 2. Is there a significant difference in the knowledge and practices of academic librarians when grouped according to age, professional qualification, and years of service at Saint Mary's University (SMU)?

## **Research Methodology**

This study used descriptive methods of research using a survey questionnaire to determine the knowledge and practices of academic librarians of SMU. The demographic profile of the respondents is shown in Table 1. The questionnaire is a researcher-made based on the provisions of the RA 9470 and put into the context of SMU. The computation of means, medians, and standard deviations were used to determine the extent of archival knowledge and practices of the academic librarians. The scales used were based on the study of Absalon (2019), Fernandez (2019), and Aten-an (2014). And to determine the significant difference in the knowledge and practices of academic librarians when grouped according to age, professional qualification, and years of service, the non-parametric Mann-Whitney U test was used because of the non-normality in the distribution of respondents.

Table 1. Profile of the Respondents

Profile	Group	Frequency	Percentage
Age	20-35 years old	5	41.7
	36 years old and above	7	58.3
	Total	12	100.0
Professional Qualification	Bachelor's Degree	7	58.3
	Master's or Doctorate Degree	5	41.7
	Total	12	100.0
Years of Service	0 to 5 years	5	41.7
	6 years and above	7	58.3
	Total	12	100.0

## Summary of Findings

### 1. The Archival Knowledge and Practices of Academic Librarians

Archivists or librarians must know the basics of archives and records management because it is crucial for the efficient and effective management of all organizations (Crockett, 2015). The International Organization for Standardization (ISO) 15489 (2016) provided the best practice guidelines that can be used for measuring archival management performance. It can also help in identifying the gaps between best practices, captured in the standards.

**1.1. The Scope, Interpretation, and Objectives.** Materials to be added in the collections include minutes of meetings, correspondences, announcements, university publications, reports, building plans, photographs, posters, drama productions, videos, audiotapes, personal papers, artifacts, theses and dissertations, and other materials that assist in providing documentation of the University's fulfillment of its teaching, research, and public service (Kenney, 2010).

Table 2. The Archival Knowledge and Practices on Scope, Interpretation, and Objectives

Items on Scope, Interpretation, and Objectives	Archival Knowledge		Archival Practices	
	Mean	Qualitative Description	Mean	Qualitative Description
1. The University Archives pursues, conserves, and promotes the Filipino cultural heritage and resources including the documentary records of Filipino culture, history, and governance.	3.75	Great Knowledge	3.17	Moderately Practiced
2. The University Archives gives utmost priority to the safeguard, protection, and preservation of the university documents and records.	3.83	Great Knowledge	3.42	Greatly Practiced

Items on Scope, Interpretation, and Objectives		Archival Knowledge		Archival Practices	
3.	The University Archives covers all university and CICM records with information, research of archival value.	3.75	Great Knowledge	5.92	Greatly Practiced
4.	The University Archives strengthens the existing system management of university records.	3.42	Great Knowledge	2.83	Moderately Practiced
5.	The University Archives defines the role of the ULRC director and staff in-charge in developing university recordkeeping.	3.58	Great Knowledge	3.25	Moderately Practiced
6.	The University Archives ensures the accessibility of university records.	3.75	Great Knowledge	3.25	Moderately Practiced
Overall		3.67	Great Knowledge	3.25	Moderately Practiced
Legend:	1.00-1.49- Very Low Knowledge/Practice; 1.50-2.49- Low Knowledge/Practice; 2.50-3.49- Moderate Knowledge/Practice; 3.50-4.00-Great Knowledge/Practice				

In Table 2, the archival knowledge of academic librarians at SMU in terms of scope, interpretation, and objectives is great. This implies that the academic librarians are intrinsically knowledgeable on this domain because they are clearly stated in the University Learning Resource Center Manual (2019). As explained by Sommer (2014), the university archives are an essential part of an academic institution and its role is to serve as a repository for the preservation of the records with historical and research significance. However, the respondents' archival practice in terms of scope, interpretation, and objectives is moderate. Two items were rated as greatly practiced which are *The University Archives gives utmost priority to safeguard, protect and preserve the university documents and records*, and *The University Archives covers all university and CICM records with information, research, or archival value*. These positive results are strong indications that the respondents performed well in protecting and preserving the collections as well as gathering archival documents which are the main concern of archives. The scope, interpretation, and objectives of the collection are largely based from Article I of Republic Act 9470 which states that:

The State shall give utmost priority for the safeguard, protection, and preservation of its public documents and records, not only as fundamental instruments for efficient and effective governance but also as essential tools for the preservation of the country's history and cultural memory.

**1.2. The Functions of University Archives.** According to the Society of American Archivists (SAA, 1999), the archives play an important role in colleges and universities because it contributes to the management of the institution's information resources in all media and formats. Its organization and management of archives entail the description and arrangement of the materials concerning their creating agency, and its essential purpose is to know what you have so you can find it when you need it (Maidabino, 2010). Meanwhile, the archives practitioners must possess the following professional skills: a) establishing principles, policies, and procedures; b) managing day-to-day operations; c) caring for different types of archival materials; d) enhancing outreach and public access; and e) ensuring the growth and sustainability of the institution and its services (Millar, 2010).

**Table 3. Archival Knowledge and Practices on Functions of University Archives**

Items on Functions of University Archives	Archival Knowledge		Archival Practices	
	Mean	Qualitative Description	Mean	Qualitative Description
1. The University Archives is hereby established to store, preserve, conserve, and make available university archival collections.	3.83	Great Knowledge	3.50	Greatly Practiced
2. The University Archives is primarily responsible for the implementation of its objectives.	3.83	Great Knowledge	3.33	Greatly Practiced
3. The University Archives plans, develops, prescribes, disseminates, and enforces policies, rules, and general protection, use, storage, and disposition of university records.	3.58	Great Knowledge	2.67	Moderately Practiced
4. The University Archives facilitates the acquisition of a permanent room or building to house the archival collections.	3.58	Great Knowledge	2.83	Moderately Practiced
5. The University Archives plans, formulates, and implements a records management and archival administration plan.	3.50	Great Knowledge	2.50	Moderately Practiced
6. The University Archives acquires records through transfer, donation, or any other means which in the judgment of the ULRC director and staff in-charge have enduring archival value.	3.67	Great Knowledge	2.83	Moderately Practiced
7. The University Archives keeps a registry of all university records.	3.50	Great Knowledge	2.67	Moderately Practiced
8. The University Archives accepts, stores, preserves, and conserves any university archival collections.	3.67	Great Knowledge	3.08	Moderately Practiced
9. The University Archives identifies and makes copies of vital records that are essential to the continuous operation or reconstruction of an organization or offices during and after an emergency and also those records essential to the protection of rights and interests of the organization or offices.	3.58	Great Knowledge	2.42	Moderately Practiced
Overall	3.67	Great Knowledge	3.08	Moderately Practiced

Legend: 1.00-1.49- Very Low Knowledge/Practice; 1.50-2.49- Low Knowledge/Practice;  
2.50-3.49- Moderate Knowledge/Practice; 3.50-4.00-Great Knowledge/Practice



Table 3 shows that the respondents' archival knowledge on the functions of the University Archives is great. This indicates that they have an in-depth knowledge of archiving. Their exposure in the preparation of archival exhibits every November 28 in celebration of the CICM Foundation Day creates an opportunity to deepen their knowledge and experiences. The findings also revealed that the knowledge level shown by librarians towards the preservation and conservation of information materials was relatively high, and the funding of conservation and preservation practices in the selected university libraries have improved greatly.

Meanwhile, the practice of the respondents on the function of University Archives was moderate which depicts that there are provisions to be fully implemented. It is interesting to note that the academic librarians believe that items: 1) *The University Archives is hereby established to store, preserve, conserve and make available university archival collections;* and 2) *The University Archives is primarily responsible for the implementation of its objectives* were fully implemented. This is a clear manifestation that academic librarians who manage the university archives performed well the task given according to the set goals and objectives.

**1.3. The Structure and Staffing Pattern.** Tansey (2016) disclosed that archival collections should be managed by professionals because archival management is not a set of functions that can be easily passed on to others. For this reason, archival records are housed in an organization and these must be cared for by archivists.

**Table 4. Archival Knowledge and Practices on Structure and Staffing Pattern**

Items on Structure and Staffing Pattern	Archival Knowledge		Archival Practices	
	Mean	Qualitative Description	Mean	Qualitative Description
1. The University Archives is manned by a librarian appointed by the ULRC director.	3.83	Great Knowledge	2.92	Moderately Practiced
2. The University Archives in-charge establishes policies, standards, and guidelines related to university records management and archives administration plans.	3.67	Great Knowledge	2.58	Moderately Practiced
3. The University Archives in-charge examines, identifies, and determines records of the university with permanent or enduring historical value.	3.75	Great Knowledge	2.75	Moderately Practiced

Items on Structure and Staffing Pattern	Archival Knowledge		Archival Practices	
4. The University Archives in-charge directs and determines the mode of disposal of or destruction or authorizes the disposal or destruction of university records.	3.42	Great Knowledge	2.25	Moderately Practiced
5. The University Archives in-charge takes suitable measures in preserving and conserving university archival collections.	3.50	Great Knowledge	2.33	Moderately Practiced
6. The University Archives in-charge acquires records with enduring archival value through transfer, donation, or any other means.	3.58	Great Knowledge	2.50	Low Practiced
7. The University Archives in-charge determines and establishes measures on access and usage of university archives collections.	3.58	Great Knowledge	2.83	Moderately Practiced
8. The University Archives in-charge provides maintenance, security, and reports to the ULRC director.	3.58	Great Knowledge	2.58	Moderately Practiced
9. The University Archives in-charge establishes linkages with local and foreign organizations engaged in public records management and archives management administration.	3.17	Great Knowledge	1.83	Low Practiced
10. The University Archives in-charge reviews or causes the review and re-assessment of any classified records which are in his/her custody.	3.25	Great Knowledge	2.58	Moderately Practiced
Overall	3.58	Great Knowledge	2.38	Low Practiced

Legend: 1.00-1.49- Very Low Knowledge/Practice; 1.50-2.49- Low Knowledge/Practice;  
2.50-3.49- Moderate Knowledge/Practice; 3.50-4.00-Great Knowledge/Practice

In Table 4, the archival knowledge of the respondents in terms of structure and staffing pattern was “great”. This could be attributed to their earned degrees either or both the undergraduate and graduate level of Library Information Science with a specific course on “Archives and Records Management.” This finding conforms with the paper of the Australian Society of Archivists Inc. (2009) that knowledge and skills of archivists affect the management of archives. Archivists, records managers, and all who perform the work in archives are responsible for day-to-day preservation. Therefore, they need to be mindful of how their archives are stored and handled.

On the other hand, the archival practice of the librarians on structure and staffing was “low”. Their archival knowledge and practice are significantly different in this aspect. It is interesting to note that their low practice is manifested in items six and nine, *The University Archives in-charge acquires records with enduring archival value through transfer, donation, or any other means*, and *The University Archives in-charge establishes linkages with local and foreign organizations engaged in public records management and archives management administration* having the lowest

mean respectively. Seemingly, the librarians admitted that they have poor performance in acquiring documents of enduring archival interest, and forging linkages for information access and retrieval. These areas should be given a high priority for improvement. The findings agreed with Runardotter (2007) that archivists lack knowledge on archival matters that makes their work practice unwieldy.

**1.4. Management of Archival Records.** The university archives are still confined to that traditional role of focusing on archival custody and one cannot successfully preserve records if they are not created, managed, stored, and transferred properly. Also, many organizations neglect the preservation of their heritage in the form of records they create, which often leads to loss of organizational memory due to the lack of awareness and strong recordkeeping principles within organizations. SAA (2019) guidelines for college and university archives, affirmed that an academic archive should have appropriate professional and support personnel to manage the archives and to carry the archival programs. A flexible administrative framework should be in a place that enables fiscal and staff adjustments to accommodate growth and archival functional changes. It is necessary to reflect on the professional standards of the personnel like in the position descriptions, educational requirements, and scholarly credentials.

Table 5. Archival Knowledge and Practices on Management of Archival Records

Items on Management of University Records	Archival Knowledge		Archival Practices	
	Mean	Qualitative Description	Mean	Qualitative Description
1. The University establishes a separate Archives records office/unit.	3.58	Great Knowledge	2.92	Greatly Practiced
2. All the departments and offices of the university deposit at the University Archives a copy of important records produced by the departments or offices.	3.17	Great Knowledge	1.58	Low Practiced
3. The University Archives develops a General Records Disposition Schedule (GRDS) that shall prescribe the disposition of university records.	3.00	Moderate Knowledge	1.75	Low Practiced
4. All university records are disposed of, destroyed with proper approval from the ULRC director and the supervising university vice president.	3.25	Great Knowledge	2.33	Low Practiced
Overall	3.21	Great Knowledge	2.04	Low Practiced
Legend: 1.00-1.49- Very Low Knowledge/Practice; 1.50-2.49- Low Knowledge/Practice; 2.50-3.49- Moderate Knowledge/Practice; 3.50-4.00-Great Knowledge/Practice				

Table 5 revealed that the academic librarian's extent of knowledge in terms of the management of the archival records was "great" which means that they have a thorough perception of the management of the university records. This may be because the majority of the librarians are graduates of a university offering Bachelor in Library and Information Science and or Master in Library and Information Science wherein "Archives and Records Management" is one of the major courses. Relative to this, according to the SAA (1999), it is the responsibility of an archivist to monitor the incoming records to ensure that all records series arrive on time to periodically review the program to ensure that it adequately documents the school's operations as functions and units change; and acquire the records of students and other groups outside the formal program.

The archival practice of the respondents in terms of the management of the archival records is practiced low. This is a strong indication that the university records placed in the university archives are not properly managed. Thus, librarians who hold the collections need to upgrade their knowledge and skills in managing the records. It is noteworthy to mention that the respondents' archival practice in terms of management of the university records on the item, *The University establishes a separate Archives records office/unit* is greatly practiced. This is very obvious because of the separate room provided by the University to house all possible archival collections. In support to the findings, Garaba (2015) emphasized the need to ascertain harmony in records and archives management practices between the university archives, sports union, and the various sports clubs.

**1.5. Transparency of Transactions and Access to Information.** SAA (2019) suggests that there should be specific guidelines for how people may protect the materials as well as create procedures and policies to protect the interests of the donors, individuals, groups, and institutions whose public and private lives and activities are recorded in their collections. It is but proper that archivists maintain a proper restriction on access to each collection to ensure the privacy and confidentiality of

an individual and group's information that has no voice or role in the creation, retention, or public use of collections.

Table 6. Archival knowledge and Practices on Transparency of Transactions and Access to Information

Items	Archival Knowledge		Archival Practices	
	Mean	Qualitative Description	Mean	Qualitative Description
1. The University Archives protects and upholds the right of individuals, groups, and/or organizations to privacy, including records, protocols, and policies against indiscriminate usage.	3.67	Great Knowledge	3.33	Moderately Practiced
2. The University Archives provides official information, records, or documents to any requesting body subject to applicable fees.	3.17	Moderate Knowledge	2.58	Moderately Practiced
3. Confidentiality encompasses all forms of communication that directly or indirectly leads to the disclosure of information on the identity or personal circumstances of any person, group, or organization.	3.42	Great Knowledge	2.83	Moderately Practiced
Overall	3.50	Great Knowledge	3.00	Moderately Practiced

Legend: 1.00-1.49- Very Low Knowledge/Practice; 1.50-2.49- Low Knowledge/Practice;  
2.50-3.49- Moderate Knowledge/Practice; 3.50-4.00-Great Knowledge/Practice

The extent of archival knowledge of the academic librarians in terms of transparency of transactions and access to information is great. This suggests that they have comprehensive knowledge in terms of archival transparency of transactions and access to information. However, item number 2, *“The University Archives provides official information, records or documents to any requesting body subject to applicable fees”* was rated as moderate knowledge. This reveals that the librarians have no clear insight in terms of the official information and records or documents provided by the university archives of SMU. Crockett (2015) affirmed why librarians should know the basics about archives and records management, and that managing records and archives is crucial for efficient and effective management of all organizations. Archiving facilitates transparency and accountability and promotes legal parameters for security and privacy and ensures which document will be preserved. It is then a fulfilling task to assess the value of records, devise systems to access and protect them, and to work closely with creators and users.

In general, the academic librarians' extent of archival practice in this domain is moderately practiced as seen in Table 6. The findings indicate that the provisions on the archival transparency of transactions and access to information were not fully performed by the academic librarians. Thus, the librarians should learn additional information on how to deal with the transparency of transactions and access to information of the university archives. This finding is supported by RA 10173 also known as the Data Privacy Act of 2012 Section 18 states that:

Processing of personal data shall be known to the data subject, who must be informed about the nature, purpose, method, and extent of processing, his or her rights as data subject and how these can be exercised, and the identity and contact details of the personal information controller.

**1.6. The Standards, Inspection, Reporting, and Audit.** Millar (2010) mentioned that the critical topics that can improve professional skills include: (a) establishing principles, policies, and procedures; (b) managing day-to-day operations; (c) caring for different types of archival materials; (d) enhancing outreach and public access; and (e) ensuring the growth and sustainability of the institution and its services. This will give archives practitioners a better understanding of archival procedures.

Table 7. Archival knowledge and Practices on Standards, Inspection, Reporting, and Audit

Items on Standards, Inspection, Reporting, and Audit	Archival Knowledge		Archival Practices	
	Mean	Qualitative Description	Mean	Qualitative Description
1. A Records Management Program directed to the application of efficient and economical management methods and relating to the creation, utilization, maintenance, retention, preservation, and disposal of university records are established and administered by the University Archives.	3.25	Great Knowledge	2.08	Low Practiced
2. The University Archives in-charge conducts periodic inspection of the university records holdings.	3.50	Great Knowledge	2.33	Low Practiced
Overall	3.38	Great Knowledge	2.21	Low Practiced
Legend: 1.00-1.49- Very Low Knowledge/Practice; 1.50-2.49- Low Knowledge/Practice; 2.50-3.49- Moderate Knowledge/Practice; 3.50-4.00-Great Knowledge/Practice				

The academic librarians' archival knowledge on the standards, inspections, reporting, and audits was reported as great knowledge. This means that the academic librarians have a clear understanding in terms of archival standards, inspections, reporting, and audits. Relative to this,

according to Norris (2002), an effective records management program helps an organization get the most out of its records. This program can also help limit costs and the risks that can come with poorly managed records. He enumerated certain characteristics of an effective management program such as: a) creating the records it needs, and none that it doesn't; b) retaining the records needed as essential evidence and gets; c) storing its records especially archival records safely and securely; d) retrieving information quickly through efficient access and retrieval systems; e) using the right information technology for the right reasons; f) promoting and supporting the use of archival records as a community resource rids of obsolete records; and g) recognizing through policy and procedures that records management is everyone's job.

Table 7 revealed that the respondents' archival practice in terms of standards, inspection, reporting, and audit is practiced low. The result is a strong indication that the respondents accepted that there are no written programs for the efficient and economical management methods and relating to the creation, utilization, maintenance, retention, preservation, and disposal of university records and no regular inspection of the university record holdings. This can be observed in the findings of Alegbeleye and Chilaka (2019) that the archival systems have not yet been established particularly in managing records resulting in poor records management practices. Lack of specific and general retention or disposal schedules, procedural manuals, record management policies, and procedures on how to handle electronic records are among those that need attention.

**1.7. The Administration of University Archives.** SAA (2019) suggests that there should be rules and regulations to protect the materials from physical damage and theft; and procedures and policies to protect the interests of the donors, individuals, groups, and institutions. It is but proper that archivists maintain a proper restriction on access to each collection to ensure the privacy and confidentiality of an individual and group's information that has no voice or role in the creation, retention, or public use of collections.

**Table 8. Archival knowledge and Practices on Administration of University Archives**

Items on Administration of University Archives	Archival Knowledge		Archival Practices	
	Mean	Qualitative Description	Mean	Qualitative Description
1. University records in existence for 30 years or more are classified as open access records or restricted access records.	3.33	Great Knowledge	2.42	Low Practiced
2. There are good reasons to restrict public access to university records, having regard to any relevant standard or advice issued by the ULRC director	3.33	Great Knowledge	2.92	Moderately Practiced
3. There exists a legal impediment that requires such university records to be withheld from public access.	3.33	Great Knowledge	2.50	Moderately Practiced
4. The University Archives in-charge may subject to the condition that he/she deems appropriate to authorize the copying of a university archive that is an open access record.	3.42	Great Knowledge	2.58	Moderately Practiced
5. Accessing or replicating a protected record which is under the control and custody of the University Archives is deemed prohibited.	3.58	Great Knowledge	2.83	Moderately Practiced
6. The University Archives determines the period for which public access to university records may be restricted.	3.50	Great Knowledge	2.75	Moderately Practiced
Overall	3.42	Great Knowledge	2.63	Moderately Practiced

Legend: 1.00-1.49- Very Low Knowledge/Practice; 1.50-2.49- Low Knowledge/Practice;  
2.50-3.49- Moderate Knowledge/Practice; 3.50-4.00-Great Knowledge/Practice

The academic librarians' extent of knowledge in terms of the administration of university archives is great. This implies that they have a thorough knowledge of the administration of the university archives. This conforms with the SAA's (1999) core values and code of ethics that institutions including colleges, universities and others create procedures and policies to protect the interests of the donors, individuals, groups, and institutions whose public and private lives and activities are recorded in their collections. It is but proper that archivists or archival practitioners maintain a proper restriction on access to each collection to ensure the privacy and confidentiality of an individual and group's information that has no voice or role in the creation, retention, or public use of collections. They must call for greater professional guidance and openness to the modern challenges and that they must seek out opportunities to showcase their specialized knowledge in the interest of preserving the reliability, authenticity, and completeness of the historical records for future generations (Hamer, 2018).



Table 8 shows that academic librarians' extent of archival practice in terms of the administration of the university archives is moderately practiced implying that the librarians performed the required provisions. On the other hand, the item on *University records in existence for 30 years or more, are classified as open access records or restricted access records is rated as practiced low*. This is because the university archives collections are available upon request regardless of the years of existence. Relative to this, Mutero (2014), revealed that the Department of Physical Works Planning and Estates at the National University of Science and Technology (NUST) has never appraised or disposed of records since it was established. These records were placed in a room that is no longer accessible and some were placed in boxes and some piled on the floors. Therefore it was strongly recommended that they should adopt a records management policy and preservation plan, train its staff on simple records management standards, revive the records office, and appraise and dispose of records systematically.

**1.8. The Miscellaneous Provisions.** Kenney (2010) highlighted that the core functions of archivists include acquisition, selection, and appraisal of official and non-official records, their arrangement and description, storage and maintenance, conservation and preservation, access, and reference.

Table 9. Archival knowledge and Practices on Miscellaneous Provisions

Items on Miscellaneous Provisions	Archival Knowledge		Archival Practices	
	Mean	Qualitative Description	Mean	Qualitative Description
1. All agreements and contracts entered into by the University Archives remain in full force and effect unless otherwise terminated, modified, or amended.	3.33	Great Knowledge	2.42	Moderately Practiced
2. Donations and legacies to the University Archives are declared in the University Learning Resource Center (ULRC) inventory.	3.58	Great Knowledge	3.33	Moderately Practiced
3. The ULRC director has the authority to reorganize the structure of the University Archives.	3.83	Great Knowledge	3.50	Greatly Practiced
Overall	3.75	Great Knowledge	3.17	Moderately Practiced

Legend: 1.00-1.49- Very Low Knowledge/Practice; 1.50-2.49- Low Knowledge/Practice;  
2.50-3.49- Moderate Knowledge/Practice; 3.50-4.00-Great Knowledge/Practice

Table 9 revealed that the academic librarians' extent of knowledge in terms of miscellaneous provisions is great. This indicates that they have a greater understanding when it comes to the archival miscellaneous provisions. Generally, the respondents' archival practice in terms of miscellaneous provisions is moderate, a clear indication that they followed the said provisions. It is noteworthy to mention that the respondents' archival practice in terms of miscellaneous provisions on the item *The ULRC director has the authority to reorganize the structure of the University Archives* is greatly practiced. This indicates that the academic librarians who manage the university archives executed the said provision well. The Canadian Council of Archives (1990) developed archival acquisition policies to meet the needs and levels of operation of individual archives. These reflect the institution's legal authority and outline the general role and mission of the archival institutions. Anent to this, Duranti and Franks (2015) stated that it is necessary to have acquisition policies to ensure that the collection development is planned, rational, based on the needs and priorities of the institution.

**1.9. Permanent Buildings.** It refers to the physical facilities intended for safeguarding the University Archives collections. Morris (2009) believed that having a permanent secured archival storage will lessen the possibility of misfiling records or losing access to valuable information. He added that if additional storage is needed it is the responsibility of the archivist or personnel to secure the area with very limited access, lights are covered with UV-filters, and any natural light coming from windows should be covered. Besides, the area should be adequately protected from theft and natural disasters and should be located above ground without proximity to water pipes, water heaters, or other materials capable of emitting light, heat, and/or liquids that will cause damage to valuable records. Therefore, these materials should be kept in a secure facility. Likewise, Article I of the Republic Act 9470 states that:

The State shall give utmost priority for the safeguard, protection, and preservation of its public documents and records, not only as fundamental instruments for efficient and effective governance but also as essential tools for the preservation of the country's history and cultural memory.

**Table 10. Archival knowledge and Practices of Academic Librarians on Permanent Buildings**

Items on Permanent Buildings	Archival Knowledge		Archival Practices	
	Mean	Qualitative Description	Mean	Qualitative Description
1. All university vital records are kept in facilities maintained by the University Archives.	3.67	Great Knowledge	3.00	Moderately Practiced
2. Persons who are responsible for maintaining an office or offices wherein university records are created or kept establish safeguards against damage, removal, or loss of records.	3.58	Great Knowledge	3.00	Moderately Practiced
3. The University Archives is the central depository for the reports, publications, rules, and regulations of the university.	3.42	Great Knowledge	2.25	Low Practiced
4. The University Archives has a separate room and facilities being developed to conserve and safeguard all permanent and other vital university records in its custody.	3.58	Great Knowledge	3.08	Greatly Practiced
5. The University Archives establishes the friends of the University Archives, a non-profit, non-government, and non-sectarian organization.	3.42	Great Knowledge	2.33	Low Practiced
Overall	3.50	Great Knowledge	2.58	Low Practiced
Legend: 1.00-1.49- Very Low Knowledge/Practice; 1.50-2.49- Low Knowledge/Practice; 2.50-3.49- Moderate Knowledge/Practice; 3.50-4.00-Great Knowledge/Practice				

The extent of archival knowledge of the academic librarians of SMU in terms of permanent building is great which signifies that they have a thorough understanding of the need for a permanent building for the archives. In terms of security of the archival materials, ICA (2019) affirmed that the skills and knowledge of archives staff are needed not only in acquiring or organizing the collections but also in maintaining the security of the materials. These should be organized and managed for safety. Therefore, ICA provides three rules to be followed by the staff of all archival institutions such as 1) all storage areas must be secure; 2) once materials have been accessioned and placed in storage, they must be removed only according to the policy set; and 3) there must be no smoking, eating or drinking in storage areas.

Table 10 revealed that the academic librarians rated their practice on the archival permanent building as low. This is an aspect for the university archives to improve its way of keeping the university records especially documents with archival interests. Although the overall mean shows that they have low practice on the said domain, it is noteworthy to mention that item 4, *The University Archives has a separate room and facilities being developed to conserve and safeguard all permanent and other vital university records in its custody* is rated as greatly practiced. This is due to the availability of room intended for documents with archival value.

Looking at the table, item one, *All university vital records are kept in facilities maintained by the University Archives* and item two, *Persons who are responsible for maintaining an office or offices wherein university records are created or kept establish safeguards against damage, removal, or loss of records* were moderately practiced. This is a clear indication that the academic librarians performed the specific provisions indicated above. Morris (2009) asserts that it is the responsibility of the archivist or personnel to add additional storage and to secure the area with very limited access. However, two items were rated low as seen in *The University Archives is the central depository for the reports, publications, rules, and regulations of the university*, and *The University Archives establishes the friends of the University Archives, a non-profit, non-government, and non-sectarian organization*. This may be because there are no clear guidelines on how archival materials are to be collected either from university or from outside sources.

**1.10. The Amendments to Implementing Rules and Regulations.** This refers to the procedures on the modifications or changes of the IRR. The extent of archival knowledge of the academic librarians of SMU in terms of amendments to implementing rules and regulations is great. Seemingly, they have profound knowledge of the amendments to implementing rules, and regulations of the university archives. As indicated in the ULRC Manual (2019), one of the responsibilities of the director is to formulate, revise and administer general policies, rules, and regulations which include the

university archives' policies, rules, and regulations. It is evident that the respondents have clear visions of the amendments to implementing rules and regulations and they put this provision into practice.

**Table 11. Archival Knowledge and Practices on Implementing Rules and Regulations**

Items on Implementing Rules and Regulations	Archival Knowledge		Archival Practices	
	Mean	Qualitative Description	Mean	Qualitative Description
For any amendment to become fully effective, the approval of the director of ULRC and supervising vice president is mandatory.	3.17	Great Knowledge	2.83	Moderately Practiced
Overall	3.17	Great Knowledge	2.83	Moderately Practiced

Legend: 1.00-1.49- Very Low Knowledge/Practice; 1.50-2.49- Low Knowledge/Practice; 2.50-3.49- Moderate Knowledge/Practice; 3.50-4.00-Great Knowledge/Practice

## 2. Comparison of Archival Knowledge and Practices of Academic Librarians

### 2.1. Significant Difference in the Archival Knowledge

#### 2.1.1. Significant Difference in the Archival Knowledge of Academic Librarians when Grouped according to Age

**Table 12. Significant Difference when Grouped According to Age**

Domains	Age	N	Mean Rank	Median	Qualitative Description	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Scope, Interpretation, and Objectives	20 to 35 years old	5	6.40	4.00	Great Knowledge	17.000	-.097	.923
	36 years old and above	7	6.57					
University Archives of SMU	20 to 35 years old	5	8.00	4.00	Great Knowledge	10.000	-1.604	.109
	36 years old and above	7	5.43					
Structure and Staffing Pattern	20 to 35 years old	5	8.00	4.00	Great Knowledge	10.000	-1.604	.109
	36 years old and above	7	5.43					
Management of University Records	20 to 35 years old	5	8.20	3.50	Great Knowledge	9.000	-1.437	.151
	36 years old and above	7	5.29					
Transparency of Transactions and Access to Information	20 to 35 years old	5	8.30	3.50	Great Knowledge	8.500	-1.682	.093
	36 years old and above	7	5.21					
Standards, Inspection Reporting, and Audit	20 to 35 years old	5	6.70	4.00	Great Knowledge	16.500	-.174	.862
	36 years old and above	7	6.36					
Administration of University Archives	20 to 35 years old	5	5.60	3.75	Great Knowledge	13.000	-.786	.432
	36 years old and above	7	7.14					
Miscellaneous Provisions	20 to 35 years old	5	7.50	4.00	Great Knowledge	12.500	-1.248	.212
	36 years old and above	7	5.79					
Permanent Building	20 to 35 years old	5	7.50	4.00	Great Knowledge	12.500	-.971	.332
	36 years old and above	7	5.79					
Amendments to Implementing Rules and Regulations	20 to 35 years old	5	7.20	4.00	Great Knowledge	14.000	-.637	.524
	36 years old and above	7	6.00					

\*Significant difference at .05 level

Results of the Mann-Whitney U test demonstrated no significant difference in the archival knowledge of the academic librarians when grouped according to age cluster (20 to 35 years old and 36 years old and above). This is shown by the computed p values which were all greater than the set significant level of .05 suggesting that the null hypothesis is accepted. This implies that regardless of the age classification, the extent of archival knowledge of the academic librarians on the ten domains indicated above does not differ significantly. This may be because archives management is taught in the undergraduate and graduate LIS courses.

### 2.1.2. Significant Difference in Archival Knowledge of Academic Librarians when Grouped according to Professional Qualification

Table 13. Significant Difference when Grouped According to Professional Qualification

Domains	Professional Qualification	N	Mean Rank	Median	Qualitative Description	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Scope, Interpretation, and Objectives	Bachelor's Degree	7	6.14	4.00	Great Knowledge	15.000	-.484	.755 <sup>b</sup>
	Masters and Doctorate	5	7.00					
Functions of the University Archives	Bachelor's Degree	7	6.43	4.00	Great Knowledge	17.000	-.107	1.000 <sup>b</sup>
	Masters and Doctorate	5	6.60					
Structure and Staffing Pattern	Bachelor's Degree	7	6.36	4.00	Great Knowledge	16.500	-.214	.876 <sup>b</sup>
	Masters and Doctorate	5	6.70					
Management of Archival Records	Bachelor's Degree	7	5.79	3.50	Great Knowledge	12.500	-.845	.432 <sup>b</sup>
	Masters and Doctorate	5	7.50					
Transparency of Transactions, and Access to Information	Bachelor's Degree	7	6.07	3.50	Great Knowledge	14.500	-.561	.639 <sup>b</sup>
	Masters and Doctorate	5	7.10					
Standards, Inspection Reporting, and Audit	Bachelor's Degree	7	5.57	4.00	Great Knowledge	11.000	-1.131	.343 <sup>b</sup>
	Masters and Doctorate	5	7.80					
Administration of University Archives	Bachelor's Degree	7	5.14	3.75	Great Knowledge	8.000	-1.660	.149 <sup>b</sup>
	Masters and Doctorate	5	8.40					
Miscellaneous Provisions	Bachelor's Degree	7	6.57	4.00	Great Knowledge	17.000	-.125	1.000 <sup>b</sup>
	Masters and Doctorate	5	6.40					
Permanent Building	Bachelor's Degree	7	6.07	4.00	Great Knowledge	14.500	-.583	.639 <sup>b</sup>
	Masters and Doctorate	5	7.10					
Amendments to Implementing Rules and Regulations	Bachelor's Degree	7	5.79	4.00	Great Knowledge	12.500	-.909	.432 <sup>b</sup>
	Masters and Doctorate	5	7.50					

\*Significant difference at .05 level

As shown in the results of the Mann-Whitney U test, there is no significant difference in the archival knowledge of the academic librarians when grouped according to their professional qualifications (bachelor's degree and master's and doctorate). This is indicated by computed p-values greater than the set significance level of .05, hence the null hypothesis is accepted. This means that

the academic librarians whether of bachelor's degree, master's degree or doctorate holders have a thorough understanding of the ten domains. This may be because archives management is taught in the context of undergraduate BLIS and graduate MLIS, in which they gained information on the administration and management systems of archives.

### 2.1.3. Significant Difference in Archival Knowledge of Academic Librarians when Grouped according to Years of Service in SMU

Table 14. Significant Difference when Grouped According to Years of Service

Domains	Years of Service in SMU	N	Mean Rank	Median	Qualitative Description	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Scope, Interpretation, and Objectives	0- 5 years	5	6.40	4.00	Great Knowledge	17.000	-.097	1.000 <sup>b</sup>
	6 years and above	7	6.57					
Functions of the University Archives	0- 5 years	5	8.00	4.00	Great Knowledge	10.000	-1.604	.268 <sup>b</sup>
	6 years and above	7	5.43					
Structure and Staffing Pattern	0- 5 years	5	8.00	4.00	Great Knowledge	10.000	-1.604	.268 <sup>b</sup>
	6 years and above	7	5.43					
Management of Archival Records	0- 5 years	5	8.20	3.50	Great Knowledge	9.000	-1.437	.202 <sup>b</sup>
	6 years and above	7	5.29					
Transparency of Transactions and Access to Information	0- 5 years	5	8.30	3.50	Great Knowledge	8.500	-1.682	.149 <sup>b</sup>
	6 years and above	7	5.21					
Standards, Inspection Reporting, and Audit	0- 5 years	5	6.70	4.00	Great Knowledge	16.500	-.174	.876 <sup>b</sup>
	6 years and above	7	6.36					
Administration of University Archives	0- 5 years	5	5.60	3.75	Great Knowledge	13.000	-.786	.530 <sup>b</sup>
	6 years and above	7	7.14					
Miscellaneous Provisions	0- 5 years	5	7.50	4.00	Great Knowledge	12.500	-1.248	.432 <sup>b</sup>
	6 years and above	7	5.79					
Permanent Building	0- 5 years	5	7.50	4.00	Great Knowledge	12.500	-.971	.432 <sup>b</sup>
	6 years and above	7	5.79					
Amendments to Implementing Rules and Regulations	0- 5 years	5	7.20	4.00	Great Knowledge	14.000	-.637	.639 <sup>b</sup>
	6 years and above	7	6.00					

\*Significant difference at .05 level

The Mann-Whitney U test results indicated no significant difference on the archival knowledge of the academic librarians of SMU in the ten domains namely: scope, interpretation, and objectives; University Archives of SMU; structure and staffing pattern, management of university records, transparency of transactions and access to information, standards, inspection, reporting and audit, administration of University Archives, miscellaneous provisions, permanent buildings and amendments to implementing rules and regulations when grouped according to years of service. This is shown by the computed p-values which were all greater than the set significance level of .05, which suggests that

the null hypothesis is accepted. It also indicates whether the academic librarians are seasoned or neophyte, they have almost the same knowledge on the ten domains.

## 2.2. Significant Difference in the Archival Practices

### 2.2.1. Significant Difference in Archival Practices of Academic Librarians when Grouped according to Age

Table 15. Significant Difference when Grouped According to Age

Domains	Age	N	Mean Rank	Median	QD	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Scope, Interpretation, and Objectives	20 to 35 years old	5	6.20	3.00	Moderately Practiced	16.000	-.274	.876 <sup>b</sup>
	36 years old and above	7	6.71					
Functions of the University Archives	20 to 35 years old	5	7.00	3.00	Moderately Practiced	15.000	-.433	.755 <sup>b</sup>
	36 years old and above	7	6.14					
Structure and Staffing Pattern	20 to 35 years old	5	6.50	2.25	Low Practiced	17.500	.000	1.000 <sup>b</sup>
	36 years old and above	7	6.50					
Management of University Records	20 to 35 years old	5	8.20	2.00	Low Practiced	9.000	-1.413	.202 <sup>b</sup>
	36 years old and above	7	5.29					
Transparency of Transactions and Access to Information	20 to 35 years old	5	6.70	3.00	Moderately Practiced	16.500	-.177	.876 <sup>b</sup>
	36 years old and above	7	6.36					
Standards, Inspection Reporting, and Audit	20 to 35 years old	5	6.80	2.25	Low Practiced	16.000	-.248	.876 <sup>b</sup>
	36 years old and above	7	6.29					
Administration of University Archives	20 to 35 years old	5	5.80	3.00	Moderately Practiced	14.000	-.593	.639 <sup>b</sup>
	36 years old and above	7	7.00					
Miscellaneous Provisions	20 to 35 years old	5	7.20	3.00	Moderately Practiced	14.000	-.648	.639 <sup>b</sup>
	36 years old and above	7	6.00					
Permanent Building	20 to 35 years old	5	7.10	2.00	Low Practiced	14.500	-.525	.639 <sup>b</sup>
	36 years old and above	7	6.07					
Amendments to Implementing Rules and Regulations	20 to 35 years old	5	7.20	3.00	Moderately Practiced	14.000	-.598	.639 <sup>b</sup>
	36 years old and above	7	6.00					

\*Significant difference at .05 level

Results of the Mann-Whitney U test demonstrate no significant difference in the archival practice of the academic librarians vis-à-vis RA 9470 when grouped according to age (20 to 35 years old and 36 years old and above) as indicated by computed p-values greater than the set significance level of .05 indicating acceptance of the null hypothesis. This may mean that regardless of age classification, the levels of archival practice among the academic librarians did not differ significantly. It did not matter whether one librarian was 36 years of age and above or 20 to 35 years old that the levels in archival practice on the said domains would differ significantly. In this case, age was not a big factor in their archival practice.



### 2.2.2. Significant Difference in Archival Practice of Academic Librarians when Grouped according to Professional Qualification

Table 16. Significant Difference when Grouped According to Professional Qualification

Domains	Professional Qualification	N	Mean Rank	Median	Qualitative Description	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Scope, Interpretation, and Objectives	Bachelor's Degree	7	8.14	3.00	Moderately Practiced	6.000	-2.101	.073 <sup>b</sup>
	Masters and Doctorate	5	4.20					
Functions of the University Archives	Bachelor's Degree	7	7.36	3.00	Moderately Practiced	11.500	-1.038	.343 <sup>b</sup>
	Masters and Doctorate	5	5.30					
Structure and Staffing Pattern	Bachelor's Degree	7	7.21	2.25	Low Practiced	12.500	-.842	.432 <sup>b</sup>
	Masters and Doctorate	5	5.50					
Management of University Records	Bachelor's Degree	7	7.57	2.00	Low Practiced	10.000	-1.247	.268 <sup>b</sup>
	Masters and Doctorate	5	5.00					
Transparency of Transactions and Access to Information	Bachelor's Degree	7	7.07	3.00	Moderately Practiced	13.500	-.709	.530 <sup>b</sup>
	Masters and Doctorate	5	5.70					
Standards, Inspection Reporting, and Audit	Bachelor's Degree	7	7.57	2.25	Low Practiced	10.000	-1.240	.268 <sup>b</sup>
	Masters and Doctorate	5	5.00					
Administration of University Archives	Bachelor's Degree	7	7.43	3.00	Moderately Practiced	11.000	-1.101	.343 <sup>b</sup>
	Masters and Doctorate	5	5.20					
Miscellaneous Provisions	Bachelor's Degree	7	7.57	3.00	Moderately Practiced	10.000	-1.389	.268 <sup>b</sup>
	Masters and Doctorate	5	5.00					
Permanent Building	Bachelor's Degree	7	7.36	2.00	Low Practiced	11.500	-1.051	.343 <sup>b</sup>
	Masters and Doctorate	5	5.30					
Amendments to Implementing Rules and Regulations	Bachelor's Degree	7	6.57	3.00	Moderately Practiced	17.000	-.085	.1.000 <sup>b</sup>
	Masters and Doctorate	5	6.40					

\*Significant difference at .05 level

In the result of the Mann-Whitney U test, there is no significant difference in the levels of archival practice in all the ten domains namely: scope, interpretation and objectives, University Archives of SMU, structure and staffing pattern, management of university records, transparency of transactions and access to information, standards, inspection, reporting and audit, administration of University Archives, miscellaneous provisions, permanent buildings and amendments to implementing rules and regulations when grouped according to their professional qualification (bachelor's degree and master's and doctorate). This is manifested by the computed p-values which are all greater than the set significance level of .05 indicating acceptance of the null hypothesis. This is a strong indication that regardless of their professional qualifications, academic librarians' levels of archival practice in all

the ten domains mentioned were the same. This may further mean that the degrees have no bearing whatsoever in their levels of archival practice because all of them are graduates of the same school in either undergraduate or graduate courses.

### 2.2.3. Significant Difference in Archival Practices of Academic Librarians when Grouped according to Years of Service in SMU

Table 17. Significant Difference when Grouped According to Years of Service

Domains	Years of Service in SMU	N	Mean Rank	Median	Qualitative Description	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Scope, Interpretation, and Objectives	0- 5 years	5	6.20	3.00	Moderately Practiced	16.000	-.274	.876 <sup>b</sup>
	6 years and above	7	6.71					
Functions of the University Archives	0- 5 years	5	7.00	3.00	Moderately Practiced	15.000	-.433	.755 <sup>b</sup>
	6 years and above	7	6.14					
Structure and Staffing Pattern	0- 5 years	5	6.50	2.25	Low Practiced	17.500	.000	1.000 <sup>b</sup>
	6 years and above	7	6.50					
Management of University Records	0- 5 years	5	8.20	2.00	Low Practiced	9.000	-1.413	.202 <sup>b</sup>
	6 years and above	7	5.29					
Transparency of Transactions and Access to Information	0- 5 years	5	6.70	3.00	Moderately Practiced	16.500	-.177	.876 <sup>b</sup>
	6 years and above	7	6.36					
Standards, Inspection Reporting, and Audit	0- 5 years	5	6.80	2.25	Low Practiced	16.000	-.248	.876 <sup>b</sup>
	6 years and above	7	6.29					
Administration of University Archives	0- 5 years	5	5.80	3.00	Moderately Practiced	14.000	-.593	.639 <sup>b</sup>
	6 years and above	7	7.00					
Miscellaneous Provisions	0- 5 years	5	7.20	3.00	Moderately Practiced	14.000	-.648	.639 <sup>b</sup>
	6 years and above	7	6.00					
Permanent Building	0- 5 years	5	7.10	2.00	Low Practiced	14.500	-.525	.6396 <sup>b</sup>
	6 years and above	7	6.07					
Amendments to Implementing Rules and Regulations	0- 5 years	5	7.20	3.00	Moderately Practiced	14.000	-.598	.639 <sup>b</sup>
	6 years and above	7	6.00					

\*Significant difference at .05 level

It is evident from the results of the Mann-Whitney U test that the archival practice of the academic librarians of the ten domains has no significant difference. This is shown by the computed p-values which were all greater than the set significant level of .05 which suggests that the null hypothesis is accepted. This implies that regardless of the number of years working as librarians in SMU, their extent of the archival practice of the ten domains does not differ significantly. This is a clear indication that regardless of the number of years in service, the academic librarians have the same level of archival practice.

## Conclusions and Recommendations

The respondents have in-depth knowledge of university archiving; however, their level of practice is seemingly in moderation only because they are not tasked to do the archiving. Age, qualifications, and years of service of the academic librarians have no bearing at all in any of the ten domains of archiving. Also, there was no significant difference in the archival knowledge and practices of the academic librarians of SMU on the ten domains when grouped according to their age, professional qualifications, and years of service in SMU.

Although the University Archives is still in its infancy stage, it is still a call for the school administrators to give utmost importance to safeguard its corporate memory. It is a part of the higher education institution not only to preserve relevant university records, and cultural heritage resources but also to provide information for research and development. It is then recommended that the school administrators and academic librarians should continue to organize its University Archives as well as to create and innovate new ways of doing archiving.

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