

# Perceived Use, Satisfaction Level and Benefits among Student Library Users of a Higher Education Institution in Isabela Province, Philippines

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**Abstract---** *The advent of artificial intelligence, accreditation, standardization, and employment competition demands school libraries to be competitive in meeting the fast-changing radical academic needs of clientele. This descriptive research assesses the perceived library use, level of satisfaction and benefits of 197 students of a higher education institution in Isabela, Philippines. Most of the students use the library weekly or twice in a month to do assignments, read lessons in advance, and borrow/return books. The library materials majority used are books and dictionary while only 1 in every 5 students used the computers. The patronizing of books is associated with their perceived dissatisfaction of available internet connectivity for downloading e-books and fast-tracking information search. They strongly agree that using the library enables them to become efficient in their studies especially in their assignments, written projects, and examinations. One-way Analysis of Variance revealed that the students who use the library more frequent claimed more library benefits. Hence, the research suggests the importance of internet connectivity that satisfy the needs of the library clients in terms of fast and comprehensive information search; regular needs analysis of reference books for updating before the semester begins; and maximizing library use to get the best and most fulfilling library experience.*

**Keywords---** *Library, Library Use, Library Satisfaction, Library Benefits, Higher Education, Philippines.*

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## I. INTRODUCTION

School library is considered one of the tools to maintain academic excellence (Oluwunmi *et al.*, 2016). As a source of academic and research information (Atienza, 2003), the library determines the capability of an institution to provide a rich culture of teaching and learning. It provides students the opportunity to learn how to learn independently by bridging classroom teaching to active learning; while it serves as a significant curricular resource for teachers to improve instructional practices that mediate quality learning outcomes. However, in the twenty-first century where artificial intelligence, accreditation, standardization, and employment competition exist, school library must be competitive enough to meet the demands of the time i. e. to support the fast-changing radical academic needs of its clientele.

With the advent of artificial intelligence, information can be accessed in just a click. Hence, traditional libraries are threatened. Students and even teachers may prefer using the internet to visiting the library since the capacity of online information is unlimited; thus, more comprehensive than any library collections. Therefore, to enhance the

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competitiveness of library, it must offer to clients fast and strong internet connectivity for effective and efficient online (re)search.

Moreover, accrediting bodies consider the library as an essential area to be evaluated for accreditation and re-accreditation (Matthews, 2007). Regulatory bodies (e. g. commission on higher education), likewise, sets standard criteria for libraries in the Philippines. Thus higher education institutions are compelled to continually update and enhance their library features to abreast with current trends and regulatory requirements.

There were several researches that explored the level of students' satisfaction to library services and collections (Tella et al., 2009; Kassim, 2009; Kannappanavar & Swamy, 2010; Rehman *et al.*, 2011; Adeniran, 2011). Despite the differences of the research contexts, they reported the same finding the students felt satisfied to library services and collections.

Similarly, literatures from different countries around the world also confirm that there is a positive correlation between school libraries and academic performance (Barrett, 2010). While this finding is true for most libraries, there is still a need to continuously assess school libraries as the assessment is a case to case basis from time to time. Hence, it is noteworthy to assess school libraries especially ones that are situated in the provinces.

The Isabela State University, San Mariano Campus aims to provide quality tertiary education to its clientele. Every year the campus library receives an allocation for the purchase of priority information resources. Increasing the number of copies for library information resources that are considered useful to students has become the direction of the campus to operate it. However, evaluating the role of its library on students' learning has never been given attention in the form of a research. Thus, study needs to be done whether the efforts put to upgrade the library premises and services lead to students' library satisfaction and really contribute to enhancement of the students' scholastic performance in order to ensure that commendable services are provided for them.

Hence, the current study explores the library experiences of the students as to their perceived library use, level of library satisfaction, and library benefits. It hopes to provide findings and feedback that will serve as a basis in planning actions and formulating procedures that will enhance the campus library operation and services geared toward better student learning outcomes.

### *Objectives*

Generally, the project aims to assess the impact of the library on student users. Specifically, it focuses on the following objectives:

1. To describe the students' library experiences as to their purpose of visiting the library, the materials they use, and their frequency of library use;
2. To identify the benefits students get from using the library;
3. To determine the students' level of satisfaction on the library services;
4. To explore the relationship between students' frequency of library use and the benefits they get from the library

## II. METHOD

### *Research Design and Respondents*

Descriptive research design was employed to describe the library experiences of the 197 students of a college institution who used the school library for academic year 2017-2018. As to sex, the respondents of the study were 70 males and 127 females. In terms of curriculum year level, they were 19 second year, 128 third year, and 50 fourth year.

### *Data Gathering Methods*

Survey method was conducted by gathering feedback comments and by using a researcher-developed instrument consisting of the respondents' library profiles (e. g. perceived purpose and frequency of visiting the library), a four-point Likert type scales and a four-point scales. The four-point Likert type scales (4 – highly satisfied, 3 – satisfied, 2 – moderately satisfied, 1 – not satisfied) was developed based on the existing features of the library and administered to measure the students' satisfaction to the library environment, library services, and library resources. The Cronbach reliability coefficients of each scale was .786, .849, and .817, respectively. The four-point (forced) Likert scales (4 – strongly agree, 3 – agree, 2 – disagree, 1 – strongly disagree), on the other hand, was used to measure the students' perceived academic benefits from their library use. The Cronbach reliability of the instrument was .902.

### *Data Analysis*

Frequency count and percent was used to gauge the respondents' perceived library purpose, frequency of library use, and library materials used. Mean and standard deviation were used to describe the respondents' perception as to the perceived academic benefits and their level of satisfaction of the library services. The mean values computed for perceived academic benefits and level of satisfaction were described as follows:

<i>Mean</i>	<i>Perceived Benefits</i>	<i>Level of Satisfaction</i>
1.00 – 1.49	Strongly Disagree	Not Satisfied
1.50 – 2.49	Disagree	Moderately Satisfied
2.50 – 3.49	Agree	Satisfied
3.50 – 4.00	Strongly Agree	Highly Satisfied

One-way between-groups analysis of variance was conducted to test if there was a significant difference on the students' perceived library benefits when they were grouped according to their perceived frequency of library use.

## III. DISCUSSION

Majority of the respondents visit the library to read their notes, do assignments, borrow and/or return books, and read lessons in advance. In their context, they copy in their notebooks the things their teachers write on the board as well as their assignments so that they have something to read and review in preparation for any assessment. Some students said that this had become their habit and they claimed that it became helpful in their studies.

Table 1: Students' Purpose(s) of Visiting the Library

Purpose	<i>f</i>	%
To read notes	104	52.80
To read magazines	12	6.10
To read thesis/dissertations and journals	38	19.30
To do my assignments	186	94.40
To consult our reference books	74	37.60
To borrow and/or return books	138	70.10
To critic information/articles	15	7.60
To browse the internet	35	17.80
To read lessons in advance	125	63.50
To relax	40	24.80

Only 1 in every 10 students uses the library daily. These students indicated that they go to the library during vacant time. One of them said that instead of chatting with classmates, she prefers to stay in the library to read novels and books. Another responded that she goes to the library because she wanted a silent place for reviewing. Therefore, the library serves as a social venue for academic matters and a convenient room for studying. On the other hand, most of the respondents use the library in a weekly or twice a month basis. They just go inside the library when they have assignments or written projects, which shows that the value of library habits for scholastic success has not yet instilled in the minds of all the students.

Table 2: Students' Frequency of Library Use

Frequency	<i>f</i>	%
Almost Daily	20	10.20
Weekly	77	39.10
Twice a Month	68	34.50
Monthly	32	16.20
Total	197	100.00

Table 3 shows that the library materials used by most of the students are books, licensure exam reviewers, and dictionary. One in every 5 students also consults narrative reports and computers; while only few read magazines, newspapers, encyclopedia, Thesaurus, and theses/dissertations. Although library materials used is largely influenced by the students' areas of specialization, the result supports that most students prefer to read reference/relevant books rather than the other library materials. This suggests that books are still the most important element of the library for the students' library experience.

Table 3: Library Materials Used by the Students

Library Resources	<i>f</i>	%
Reference books	170	86.30
Other Relevant Books	79	40.10
Magazines	15	7.60
Journals	24	12.20
Newspapers	9	4.60
Licensure Exam Reviewers	71	36.00
Encyclopedia	13	6.60
Dictionary	94	47.70
Thesaurus	6	3.00
Narrative Reports	52	26.10
Theses/Dissertations	25	12.70
Computers	44	22.30

Table 4 shows the role of the library for the students' academic endeavors ( $M = 3.32$ ). In particular, the students strongly agree that the library enables them to become efficient in their studies especially in their assignments, written projects, and examinations.

Table 4: Students' Perception toward the Benefits they Get from Using the Academic Library

Scale Items	M	SD
1. The library helps me stay abreast of developments in my field of specialization.	3.39 <sup>a</sup>	.510
2. The library enables me to be more efficient in my study.	3.50 <sup>sa</sup>	.521
3. The library aids my advancement in my study.	3.49 <sup>a</sup>	.501
4. The library helps me distinguish between reliable and non-reliable information.	3.32 <sup>a</sup>	.530
5. The library provides me with the information skills I need in my study.	3.45 <sup>a</sup>	.538
6. The library helps me perform better in class.	3.26 <sup>a</sup>	.607
7. The library materials help me do my assignments, homework and written projects.	3.66 <sup>sa</sup>	.505
8. The library facilitates my research activities.	3.20 <sup>a</sup>	.495
9. The library provides me current knowledge in my course.	3.03 <sup>a</sup>	.609
10. The library resources are helpful review materials for examinations.	3.55 <sup>sa</sup>	.537
11. The library has a positive effect on my test scores.	3.35 <sup>a</sup>	.528
12. The library helps me deepen what I know about my course of study.	3.36 <sup>a</sup>	.512
13. The library provides training/practice for efficient library use.	3.11 <sup>a</sup>	.545
14. The library helps me acquire an effective study habit.	3.24 <sup>a</sup>	.535
15. The library enables me to learn on my own.	3.32 <sup>a</sup>	.602
16. The library helps me pursue ideas and find for information I need.	3.46 <sup>a</sup>	.558
17. My library use helps me put ideas together, see relationships, similarities and differences between ideas.	3.35 <sup>a</sup>	.567
18. The library aids my information and communication technology (ICT) skills.	2.94 <sup>a</sup>	.636
19. Through using the library I gain a broad general education about different fields of knowledge.	3.25 <sup>a</sup>	.533
20. The library resources help me think analytically and logically.	3.23 <sup>a</sup>	.570

Note. a – Agree; sa – Strongly Agree

Table 5 shows that the students are satisfied with the library environment ( $M = 3.31$ ), library services ( $M = 3.39$ ), and library resources ( $M = 2.54$ ). However, the students are not comfortable with the internet connectivity available in the library ( $M = 1.36$ ) because it is very slow and could not facilitate searching and downloading of electronic books and educational videos. This fact associates to the students' patronization of available books in the library. Although the library has access to other library websites, the unavailability of strong internet connectivity made the students seldom use the computers and choose to patronize the books in the library. But then, some students are yet requesting for quality internet because they cannot find all the materials and references in the library. As one student commented that he goes in an internet shop just to search literature references needed in his research proposal. This calls for the importance of having access of online materials in a library since the internet already serves as a library of many libraries where a bunch of millions of academic materials are available.

Table 5: Students' Satisfaction with the Library Environment, Services, and Resources

Dimensions	M	SD
Environment		
• Lighting Facilities	3.38 <sup>s</sup>	.633
• Desks/Tables	3.28 <sup>s</sup>	.671
• Temperature	3.19 <sup>s</sup>	.687
• Conduciveness for academic activities	3.27 <sup>s</sup>	.585
• Location	3.44 <sup>s</sup>	.608
Overall	3.31 <sup>s</sup>	0.64
Services		
• Promptness of Staff in attending to users	3.38 <sup>s</sup>	.573
• Staff attitude (e. g. if courteous and smiling)	3.35 <sup>s</sup>	.583
• Adequacy of hours of Service	3.43 <sup>s</sup>	.590
• Staff knowledge and skills to respond to users	3.48 <sup>s</sup>	.549
• Ability of Staff to understand the needs of users	3.43 <sup>s</sup>	.599
• Policy on Borrowing Materials	3.41 <sup>s</sup>	.661
• Strategy of inviting library users	3.31 <sup>s</sup>	.626
• Quality of service	3.33 <sup>s</sup>	.654
Overall	3.39 <sup>s</sup>	0.60
Resources		
• Currency and adequacy of Reading Materials	3.06 <sup>s</sup>	.697
• No. of Computers available	2.76 <sup>s</sup>	.746
• Relevance of Reading Materials	2.99 <sup>s</sup>	.798
• Internet Connectivity	1.36 <sup>ns</sup>	.873
Overall	2.54 <sup>s</sup>	0.78

Note. s – Satisfied; ns – Not Satisfied

The students' frequency of library use has a significant effect on their perceived benefits from using the library,  $F = 4.03$ ,  $p < .01$  (see Table 6). Those students who use the library almost daily ( $M = 3.62$ ) or weekly ( $M = 3.39$ ) perceived that they got significantly more benefits from their library use than those who only utilized it twice a month ( $M = 3.28$ ) or monthly ( $M = 3.30$ ).

Table 6: Degree of Academic Benefits When Grouped by Frequency of Library Use

Frequency of Library Use	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Almost Daily	3.62 <sup>a</sup>	.24	4.027	.002
Weekly	3.39 <sup>b</sup>	.31		
Twice a Month	3.28 <sup>c</sup>	.28		
Monthly	3.30 <sup>c</sup>	.36		

#### IV. DISCUSSION

The study reports on the description of the students' library experiences, their satisfaction of the library services, and the effect of their library use on the benefits they get from the library. Most students use the library weekly or twice in a week to do assignments, read lessons in advance, read notes, or borrow/return books. A large number of students use reference books and other relevant books and dictionaries. Only 1 in every 5 students used the computers. Moreover, the students are satisfied with the library environment, library services, and library materials except the available internet connectivity since it cannot facilitate a fast information search. This phenomenon may negatively impact the currency of students' knowledge as well as the effective use of the accessible library websites. Whereas, other studies revealed that students are satisfied with the availability of internet facilities (Larson & Owusu-Acheaw, 2012) and discover that the purposes of the students in using the library are to use the internet to satisfy their information need and to use library textbooks.

The students affirmed that the using the library enables them to become efficient in their studies especially in their assignments, written projects, and examinations. This supports the school library really has a positive impact on students' academic performance [9] since it supports students to complete their study task by the library limited resources, and to save time, effort and valuable resources (Basheer & Razzaq, 2012).

One-way Analysis of Variance revealed that the students who use the library more frequently perceived they get more library benefits. Students who use the library achieve higher achievement than those who do not, and that library usage is positively associated with students' academic performance (Williams & Wavell, 2001). This suggests, on the one hand, that low academic performance can be attributed to students' irregular use of the library (Jato *et al.*, 2014).

Although the students feel satisfied with the library elements, they indicated suggestions to improve the library services. These include the increase volume of current reading materials, sitting capacity, extension of home use of borrowed reading materials, and the upgrading of internet connectivity. Hence, strong internet connectivity is important to satisfy the needs of the students in terms of fast and comprehensive information search while students should maximize their library use to get the best and most fulfilling library experiences. Similarly, the results suggest the conduct of needs analysis of reference books regularly to purchase and update these before every semester begins.

## V. CONCLUSION

This study provides learners and teachers insights on how to effectively integrate the library as a tool for learning, instruction and research. This study, however, is limited to the perceptions of the 197 students. The scale instrument used to gather the data was reliability-tested but not factorized. Hence, a phenomenology of students' library engagement may be conducted to explore and understand why and how the students use the library and what nature of the outcomes is derived from their library use. The lack of instrument used to measure library use, library satisfaction, and library benefits also suggests the need to normalize scales in the contexts of school libraries in the province.

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