

Assessment of Library Holdings, Services and Utilization: Basis for the Accreditation Preparation of an Engineering Department

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Date Received: October 14, 2014; Date Revised: January 5, 2015

ABSTRACT - *This study was conducted to assess the Library holdings, services and utilization in Lyceum International Maritime Academy (LIMA) Campus particularly in the College of Engineering. Descriptive type of research was utilized in the study. Results showed that the Faculty members and student-respondents find that the utilization, services and the book collection on General Education and Engineering Subjects as moderately extensive and functioning very well. The quality of the collections is maintained through regular checking against standard bibliographies avoiding unnecessary duplication of titles and acquiring a wide variety of titles with enduring value. It is recommended to check and update the number of book collections, periodicals and other library materials to support the various instructional needs of the Professional and GE Engineering Faculty and students; and request from the respective colleges the list of references at least every Summer of the next School Year that would be used and would be helpful for the students of the College of Engineering.*

Keywords: *Library Holdings, Accreditation, Engineering*

INTRODUCTION

The educational program of an institution and more so, of a Philippine Quality Awards recipient like Lyceum of the Philippines University (LPU) in Batangas, is strengthened in direct proportion to the quality of a university's library collections and services. Program accreditation in higher academic institutions serves as a quality assurance mechanism and an approach for external body to monitor the implementation of educational practices to ensure high quality outputs (Laguador, Villas & Delgado, 2014). Quality instruction with

the support of library services is the life blood of Higher Education Institutions with great credibility where outcomes-based initiatives in the process of honing the skills of the students are being introduced in the Quality Management System of the university (Laguador, Dotong & De Castro, 2014).

The Philippine Association of Colleges and Universities-Commission on Accreditation (PACUCOA) Self-Survey Instrument (2002) summarized the functions of a good college / university library: the library as a teaching instrument; the library as a stimulus to independent intellectual development; and the library as an essential contributor to a well-rounded liberal education. A library, including its collection of instructional materials, the services it offers and how clients utilize these can be compared to an organism, organisms, who, throughout their lives are constantly replacing cells as they grow.

Today more than ever, the libraries, specifically, the Sotero H. Laurel Learning and Resource Centers (SLRC) in the Main and LIMA Campuses are facing greater challenges as they continuously undergo level by level accreditations in their quest for quality education. The pace of change is accelerating. Thus, the knowledge and skills gained yesteryears will no longer be sufficient to equip an individual for a lifetime. This is the thrust of LPU-B. From its being ISO accredited University in the Southern Tagalog Region, to its becoming an Autonomous University; an IIP and PACUCOA Accredited school, it continues to move on, and latest of these was the Philippine Quality Award where there are only four schools in the Philippines granted with this so far. To this end, the College of Engineering, is also undergoing accreditation; therefore, this study will indeed be relevant and supportive of its success.

Valencia (1992) as cited in the study of Guarino and Perez (2009) claimed that if the library has to fulfill its role in the teaching and learning process of students as well as in the professional growth of the teacher, then assessment of its holdings, services and utilization would be imperative.

This research is worth pursuing as with its findings, the LPU-B's SLRC would be able to come up with various recommendations and suggestions to be better prepared for accreditations and to meet the growing needs of their respondents and all other clients. The library needs to be constantly refreshed and revitalized. How to maintain it is the primary concern of this action research.

OBJECTIVES OF THE STUDY

The study aimed to determine the status of SLRC's holdings, services and utilization using the PACUCOA tool and as assessed by the engineering students, professional and general education teachers; to identify the problems encountered by the three groups of respondents relative to the three aforementioned variables; to test the significant difference in the assessment of the problems encountered by the three groups of respondents in the SLRC's holdings, services and utilization, and to propose measures in meeting the standards of accreditation for the College of Engineering.

REVIEW OF LITERATURE

The library is a means to an end. The philosophy which underlies university libraries today is based on the combination of best practices in the library services for its clients, acknowledgment of its holdings and utilization of library collections as a whole.

In a study conducted by Cannon (2000) as cited in Guarino & Perez (2009), he wrote that the conduct / quality of library services measure the quality of the institution. Competent staff, well-balanced book collection that supplement the curriculum needs, interests and abilities of students and faculty members, altogether contributes to a successful library operation.

The library has different sections for specific reading materials. These include the Filipiniana, Periodicals, Circulation, Internet, References, OPAC and the Audio-Visual materials sections. The Filipiniana section holds materials and books authored by Filipinos. The Periodical section is concerned with material collections subscribed on a periodic basis. Newspapers, magazines, journals for different courses and the likes are among these. The Reserve section holds materials that may be requested by faculty

members to be made available for their students but, due to the limited number of copies available, the latter may take turns in borrowing these books on a limited time. The Reference section holds the general references / books containing specific facts and information like encyclopedias, almanacs, atlases, dictionaries, yearbooks, etc. The OPAC section is consist of electronic catalog called on-line public access catalog system that serves as short-cut references in knowing titles of available books there. The Audio-Visual section stores CDs, DVDs, films and slides that may be utilized for listening and viewing. Finally, the Internet section holds computers with software and hardware where clients—Faculty Members and Students—may do e-learning, researches and communications (Rowley, 1993).

The library holdings, as mentioned in the PACUCOA Self-Survey Instrument (2002) must be well-balanced and should meet the curricular, instructional, research and recreational needs of its clientele. The collection must be consists of relevant books, serials, pamphlets, documents and non-book materials which need to be continuously updated.

Finally, in terms of services and utilization, it was noted that the library should gear its services in order to implement the general program and specific educational objectives of the colleges / departments. A clear indication of this is the frequent and judicious use of the library holdings by the Faculty members and students. This is also the ultimate test of its effectiveness and the primary justification of its existence.

In a study done by Orden (2001) cited in Guarino and Perez (2009), he stated that in addition to the physical and intellectual access to information for all its clients, a library should also provide access to human and material resources through inter-library loan resource sharing and electronic resources.

Valencia (1992) as cited in Guarino and Perez (2009) enumerated the book and periodical collection standards as provided for by of the Association of College and Research. They are as follows: 1)the collection should meet full curriculum needs of both undergraduates and faculty or development studies; 2)the collection should contain standard researches representing the civilization's heritage; 3) the collection must be updated and build strong reference collections in all major fields; 4)printed manuscripts and archives pertaining to the institution in which the library is a part should be collected and preserved; 5)obsolete materials needed with advice from Faculty Members need to be preserved; finally, 6)library holdings need to be frequently checked against standard bibliographies.

Matthews (2004), in his study, noted that performance measurement is not an end in itself but rather a means to improve operations and services. The key to communicating is to how effective the public library is within the community is to actively involve the various stakeholders, especially the funding decision makers, in determining what information they would like to know about the library.

Abaya (2008) conducted a survey on the extent of the library resources' utilization that may serve as foundation for Orientation Programs. There, measures such as updatedness and accurateness of information, specifically by or thru the clients, were recommended. She also mentioned that the coordination between the faculty and the library staff and knowledge by the clientele.

Assessing the environment within which a library exists, according to Starr (2005), is an important step in any planning process. One of the most popular planning tools to assist in this process is called SWOT—identifying the strengths, weaknesses, opportunities and threats.

Patterson (2001) found out that education is the single most important predictor of library use. Likewise, the more education individuals receive, the more likely they are to use and visit libraries—public or private.

A related study conducted by Powell and cited in Starr (2005), noted that those who use the library the most, specifically public libraries, are young adults and that the use of the library declines with age. However, Kronus as cited in Matthews (2004) contradicted it. He noted that the relationship between public library use and age was misleading and not statistically valid. Proof of this was that those whose ages range from 55 and above frequented the libraries the most. This was followed by the age bracket 35-44.

In terms of gender, women are said to be more likely to use the library than men although Berelson as cited in Patterson (2001) noted that men use reference services more frequently while women use circulation services more than men. Although women use the library more than men, taking employment status into consideration and holding education constant, the dominant use by women disappears.

There are several words used to describe the individual who visits or uses the library and its resources. Based on Guaspari's (1998) study among these are: *customers*, as a term emphasizes that individuals have a choice when they “purchase” a library service. The use of this word is proactive and stresses the service context of the public library experience; *patrons* as a term emphasizes the fact that

the library users are supporting the library through their use of the library and the library's services; *readers* as a term that suggests that the primary purpose of the library is to provide reading materials and a place to read them; *card holders* or registered borrowers, as a term emphasizes that although many people could have obtained a library card—specifically from public libraries—only a subset will actually be users of the library; *borrowers* as a term suggests that the library is in business for the principal purpose of loaning materials; users are people who are already using the library. In fact, users are those who have learned to adjust to the layout, services, and systems found in the local library.

Thus, the relationship between the user and the library is complex and changing but in most cases, as in Guaspari's (1998) study, *user* and *customer* are used interchangeably.

METHOD

Research Design

Descriptive design was used in the study. On descriptive research design, Kendall (2008) and Polit and Beck (2008) had similar notes. They wrote that this type of research involves the description of phenomena in this world. In this type of inquiry, the phenomena described are basic information, actions, behaviors and changes of phenomena, but always the description is about what the phenomena looks like from the researchers' perspectives or the research's participants and not about the phenomena function. Thus, descriptive research studies are important to the public and to educators as it tends to answer basic informational questions (Lunenburg and Irby, 2008).

Participants

The target respondents of the study were 100.00% of the two sets of respondents, namely--the 290 Engineering Students enrolled this second semester SY2013-2014; and the 20 Full-time & Part-time Professional and General Education Faculty Members and handling students in the College of Engineering during the same semester. However, during the one-week questionnaire distribution, only 111 participated and answered the paper.

There are 11 or 55 percent General Education and 9 or 45 percent Engineering faculty members served as the teacher-respondents where 65 percent of them were female against the 35 percent of male.

Table 1. Profile of the Faculty-Respondents (N=20)

Items	f	%	Rank
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Classifications of Faculty Members			
Professional Subjects	9	45	2
General Education Subjects	11	55	1
Gender			
Male	7	35	2
Female	13	65	1
Years of Teaching Experience at LPU-B			
1 Year & Below	1	5	5
1—5 Years	6	30	1.5
6—10 Years	5	25	3
11—15 Years	6	30	1.5
15 Years & Above	2	10	4

Table 2 presents the profile of the student-respondents. Majority or 63 percent of the students were male against the 37 percent of female students. There is a greater number computer engineering students. Third year students have the highest number of students in terms of year level.

Table 2. Profile of the Student-Respondents (N=111)

Items	f	%	Rank
Gender			
Male	70	63	1
Female	41	37	2
Enrolled Courses			
General Engineering	25	23	3
Mechanical Engineering	16	14	4
Industrial Engineering	29	26	2
Electronics Engineering	6	5	5
Computer Engineering	35	32	1
Year Level			
First	21	19	2
Second	14	13	3
Third	42	38	1
Fourth	16	14	4
Fifth	12	11	5
Irregular	6	5	6

Instrument

This study made use of a PACUCOA standardized tool (2002) which was adapted and modified by the researchers. It was pilot-tested to 30 Criminology and Business Administration students and 10 Faculty Members who were not the study's respondents. To validate these instruments, a reliability test was run by the Research and Statistics Center from the researchers' questionnaires.

According to LPU-B's Research Director, this study's questionnaire had an internal consistency coefficient of .95 which implies that it is acceptable as an instrument. The questionnaire was used by the two groups of respondents to assess / determine the status of the LIMA SLRC's holdings, services and utilization and the self-made axillary questionnaire that identified the problems met by the respondents at the LIMA SLRC.

Procedures

After the questionnaires were approved by the Research Director, the researchers immediately connected a dry run. The questionnaires were then pilot-tested to the 30 Criminology and Business Administration students and 10 Faculty Members.

After the dry-run, the filled up questionnaires were then submitted to the Research and Statistics Office. The Research Director then run the Cronbach Alpha Test to check the validity of the pilot-tested questionnaires. Eventually, it yielded to an internal consistency coefficient of .95. This meant that it has been acceptable as an instrument.

With these findings, the researchers started distributing their questionnaires to the Faculty Members and Student respondents from the last week of February at the LIMA Campus. All data gathered were then tallied, tabulated, analyzed and interpreted.

Data Analysis

The frequency count, weighted mean, percentage, ranking and SPSS were the statistical tools the researchers used in their data analysis.

RESULTS AND DISCUSSION

Table 3 indicates that in terms of Book Collection on Engineering Subjects, both faculty members and student-respondents find it as moderately extensive and functioning very well with composite mean score of 3.88. Based on the results, the following are the items ranked as top three—the quality of the collections is maintained through regular checking against standard bibliographies avoiding unnecessary duplication of titles and acquiring a wide variety of titles with enduring value (4.04); the collection of books, periodicals and other materials is supportive of the purposes and objectives of the institution (3.99); and the books and periodicals are well-chosen and well-maintained to meet the demands and educational interests of the students and faculty (3.93).

Table 3. Status of the LIMA Campus' SLRC in terms of Book Collection on Engineering Subjects

ITEMS	Professional (Faculty)			GE (Faculty)			Students			Over-all		
	WM	VI	R	WM	VI	R	WM	VI	R	WM	VI	R
3.1.The collection of books, periodicals and other materials is supportive of the purposes and objectives of the institution	4.22	ME/FVW	1	3.88	ME/FVW	4	3.87	ME/FVW	1	3.99	ME/FVW	2
3.2.The collection of books, periodicals and other library materials is adequate to support instruction	4	ME/FVW	4	3.75	ME/FVW	6.5	3.82	ME/FVW	2	3.86	ME/FVW	4
3.3.Books and periodicals are well-chosen and well-balanced to meet the demands and educational interests of the students and faculty.	4.11	ME/FVW	2.5	4	ME/FVW	2	3.68	ME/FVW	7	3.93	ME/FVW	3
3.4.There is strong reference collection, standard works and general publications for literature search, back ground readings and information sources	3.89	ME/FVW	5.5	3.88	ME/FVW	4	3.79	ME/FVW	4	3.85	ME/FVW	5
3.5.A continuous weeding program is maintained to keep the collection relevant and up-to-date	3.78	ME/FVW	7	3.88	ME/FVW	4	3.74	ME/FVW	5	3.80	ME/FVW	6
3.6.Audio-Visual Materials such as maps, posters, pictures, films and filmstrips and other instructional non-print materials are provided and accessible through adequate facilities and equipment	3.89	ME/FVW	5.5	3.75	ME/FVW	6.5	3.69	ME/FVW	6	3.78	ME/FVW	7
3.7.The quality of the collections is maintained through regular checking against standard bibliographies avoiding unnecessary duplication of titles and acquiring a wide variety of titles with enduring value	4.11	ME/FVW	2.5	4.25	ME/FVW	1	3.77	ME/FVW	5	4.04	ME/FVW	1
Composite Mean	ME/FVW		3.91	ME/FVW		3.74	ME/FVW		3.88	ME/FVW		
	4											

Legend: 4.50 – 5.00 = Very Extensive and functioning excellently (VE/FE); 3.50 – 4.49 = Moderately extensive and functioning very well (ME/FVW); 2.50 – 3.49 = Adequate and functioning well(A/FE); 1.50 – 2.49 = Very limited but functioning well (VL/FW); 1.00 – 1.49 = Very limited and functioning poorly; 0 = Missing but necessary (VL/FP)

This implies that the quality of all Professional Book Collections at the LIMA SLRC is checked on a regular basis by the SLRC staff. This is being done on a regular basis through the motivation of their chief librarian, Mrs. Guarino, to avoid unnecessary title-duplication while at the same time, to acquire wide varieties of titles with enduring value. As the SLRC is the source / reference of all students, faculty and researchers, in terms of readings and assignments, this activity is done to support the university's purposes and objectives of providing quality instructional materials to the faculty and their students. Updated book collections are of the newest editions, majority of them are copyrighted five years ago, including Professional Engineering books which are all being maintained at the LPU-B's LIMA-SLRC.

This analysis is supported by the study done by Orden (2001) cited in Guarino and Perez (2009) who stated that in addition to the physical and intellectual access to information for all its clients, a library should also provide access to human and material resources

through inter-library loan resource sharing and electronic resources.

Audio-Visual Materials such as maps, posters, pictures, films and filmstrips and other similar instructional non-print materials are provided and accessible through adequate facilities and equipment was ranked last (3.78).

From the seven items given, most of the faculty and student respondents gave that item the lowest mark. In LPU, most faculty members are research-oriented and are resourceful educators.

This is supported by Rowley's (1993) study where he wrote that the library's Reserve section holds materials that may be requested by faculty members to be made available for their students but due to the fact that they seldom ask or borrow audio-visual materials and other non-print materials as faculty members find the ready-to-use projectors per room while most of them bring their own or provide their respective researched maps, posters, and the likes to their individual classes.

ITEMS	Professional (Faculty)			GE (Faculty)			Students			Over-all		
	WM	VI	R	WM	VI	R	WM	VI	R	WM	VI	R
4.1.The collection of books, periodicals and other materials is supportive of the purposes and objectives of the institution	4.11	ME/F VW	3	3.58	ME/F VW	4.5	3.75	ME/F VW	4	3.81	ME/FV W	4
4.2.The collection of books, periodicals and other library materials is adequate to support instruction	4.33	ME/F VW	1	3.5	ME/F VW	6.5	3.77	ME/F VW	1	3.87	ME/FV W	2
4.3.Books and periodicals are well-chosen and well-balanced to meet the demands and educational interests of the students and faculty.	4	ME/F VW	5	3.75	ME/F VW	2	3.7	ME/F VW	6	3.82	ME/FV W	3
4.4.There is strong reference collection, standard works and general publications for literature search, back ground readings and information sources	4	ME/F VW	5	3.5	ME/F VW	6.5	3.76	ME/F VW	3	3.75	ME/FV W	6.5
4.5.A continuous weeding program is maintained to keep the collection relevant and up-to-date	3.89	ME/F VW	7	3.67	ME/F VW	3	3.69	ME/F VW	7	3.75	ME/FV W	6.5
4.6.Audio-Visual Materials such as maps, posters, pictures, films and filmstrips and other instructional non-print materials are provided and accessible through adequate facilities and equipment	4	ME/F VW	5	3.58	ME/F VW	4.5	3.74	ME/F VW	5	3.77	ME/FV W	5
4.7.The quality of the collections is maintained through regular checking against standard bibliographies avoiding unnecessary duplication of titles and acquiring a wide variety of titles with enduring value	4.22	ME/F VW	2	4	ME/F VW	1	3.77	ME/F VW	2	4.00	ME/FV W	1
Composite Mean	4.08	ME/F VW		3.65	ME/F VW		3.73	ME/F VW		3.82	ME/FV W	

Legend: 4.50 – 5.00 = Very Extensive and functioning excellently (VE/FE); 3.50 – 4.49 = Moderately extensive and functioning very well (ME/FVW); 2.50 – 3.49 = Adequate and functioning well (A/FE); 1.50 – 2.49 = Very limited but functioning well (VL/FW); 1.00 – 1.49 = Very limited and functioning poorly; 0 = Missing but necessary (VL/FP)

Table 4 presents that in terms of Book Collection on GE Subjects, both faculty members and student-respondents find it as moderately extensive and functioning very well with a composite mean score of 3.82. Results show that majority of the faculty and student respondents perceived that the quality of the collections is maintained through regular checking against standard bibliographies avoiding unnecessary duplication of titles and acquiring a wide variety of titles with enduring value (4.00), that the collection of books, periodicals and other library materials is adequate to support instruction (3.87); and that the books and periodicals are well-chosen and well-maintained to meet the demands and educational interests of the students and faculty (3.82).

This implies that the quality of the GE Book Collection at the LIMA SLRC is monitored on a periodical basis by the SLRC staff under the leadership of the SLRC Director. This is regularly done as part of the university's vision and mission for their clients.

The LPU-B's LIMA-SLRC always maintains updated GE book collections and where five years ago

are the oldest copies that they stock in shelves for ready reference of their users. The study done by Orden (2001) cited in Guarino and Perez (2009) supports this analysis. He stated that in addition to the physical and intellectual access to information for all its clients, a library should also provide access to human and material resources through inter-library loan resource sharing and electronic resources.

As for the lowest in rank, two items tied on the 6.5th place. These items include: continuous weeding program is maintained to keep the collection relevant and up-to-date and presence of a strong reference collection, standard works and general publications for literature search, background readings and information sources (3.75).

As most theories are based from old ones, there are still a number of books with copyright dates of more than 7 years ago. This disagrees with the study of Valencia (1992) where she noted that the library holdings of any library need to be frequently checked against standard bibliographies.

Table 5. Status of the LIMA Campus' SHL Learning and Resource Center in terms of SLRC Utilization and Services

	Professional	GE	Students	Over-all
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ITEMS	(Faculty)			(Faculty)								
	VI	R	WM	VI	R	WM	VI	R	WM	VI	R	
5.1.Provisions are made to ensure maximum access and availability of collections	4.22	ME/F VW	3.5	3.67	ME/F VW	3.5	3.71	ME/FV W	3	3.87	ME/F VW	3. 5
5.2. There is evidence of satisfactory use of the library materials through an adequate range and quality service	4.25	ME/F VW	2	3.44	AFW	5	3.74	ME/FV W	2	3.81	ME/F VW	5
5.3. There is coordination between the faculty and the library staff in promoting effective use of library resources	4.22	ME/F VW	3.5	3.89	ME/F VW	2	3.7	ME/FV W	4.5	3.94	ME/F VW	2
5.4. Regular announcements are made of new acquisitions, library guides and publications and other promotional activities	4.44	ME/F VW	1	4	ME/F VW	1	3.7	ME/FV W	4.5	4.05	ME/F VW	1
5.5. Inter-library loan arrangement is provided through consortium agreement and other resource sharing arrangements	4	ME/F VW	6	2.89	AFW	6	3.65	ME/FV W	6	3.51	ME/F VW	6
5.6. Informal instructions on the SLRC's services / Library Orientation is made part of every Engineering student at LIMA Campus	4.11	ME/F VW	5	3.67	ME/F VW	3.5	3.83	ME/FV W	1	3.87	ME/F VW	3. 5
5.7. There are provisions for Internet Services	3.78	ME/F VW	7	2.67	AFW	7	3.57	ME/FV W	7	3.34	AFW	7
Composite Mean	4.08	ME/FV W	3.46	ME/FV W	3.69	ME/FV W	3.74	ME/FV W	3.74	ME/FV W	3.74	ME/FV W

Legend: 4.50 – 5.00 = Very Extensive and functioning excellently; 3.50 – 4.49 = Moderately extensive and functioning very well; 2.50 – 3.49 = Adequate and functioning well; 1.50 – 2.49 = Very limited but functioning well; 1.00 – 1.49 = Very limited and functioning poorly; 0 = Missing but necessary

Table 5 above shows that in terms of Utilization and Services, the SLRC's status has been rated by majority of the respondents as moderately extensive and functioning very well with composite mean score of 3.74. Data pointed out that regular announcements are made of new acquisitions, library guides and publications and other promotional activities was ranked first (4.05); that the coordination between the faculty and the library staff promotes the effective use of library resources, ranked second (3.94); and that provisions being made to ensure maximum access and availability of collections ranked third (3.87).

Findings further imply that here at the LPU-B, the SLRC always comes up with various ways of updating their acquisitions and promotional activities. Examples include "the bowl thoughts for the day" and the library week, among others.

In support to this is the study of Abaya (2008). Accordingly, the extent of the library resources' utilization may serve as foundation for Orientation Programs, also, that measures such as updatedness and accurateness of information, specifically by or thru the clients, were recommended. She also mentioned that the coordination between the faculty and the library staff and knowledge by the clientele.

The provisions for internet services (3.34) ranked last. The data could be attributed to the fact that not so many students would want to use the SLRC internet for research purposes, instead most would just want to play games via internet like dota, league of legends, among

others, which SLRC does not permit. This can be related to the study of Valencia (1992) as cited in the study of Guarino and Perez (2009), where she claimed that if the library is to fulfill its role in the teaching and learning process of students as well as in the professional growth of the teacher, then assessment of its holdings, services and utilization would be imperative, hence, this is now one of the results of the present study.

Table 6 on the next page presents the problems encountered by the faculty and student respondents. With a composite mean of 2.72 which is classified as moderate serious problem.

The top three (3) problems encountered by the faculty and student respondents include the following: Enough number of library materials and other references for the faculty and students' use is tied with Adequate number of book collections, periodicals and other library materials to support instructional materials (2.99) followed by Availability of collection of books, periodicals and other materials supportive of the purposes and objectives of the institution (2.93).

Though the results were problems, nevertheless, they are just considered as moderate serious problems. This further implies that though books are present, there are still some needs in terms of library / reference materials for both faculty and students' use, as well as in terms of book collections, periodicals, and instructional materials supportive of the purposes and objectives of the institution.

Table 6. Problems Encountered at the SLRC by the Faculty and Student-Respondents

Professional	GE	Students	Over-all
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ITEMS	(Faculty)			(Faculty)			(Faculty)			(Faculty)		
	WM	VI	I									
6.1. Availability of the collection of books, periodicals and other materials supportive of the purposes and objectives of the institution	2.78	MSP	4.5	3.3	MSP	4	2.72	MSP	3	2.93	MSP	3
6.2. Adequate number of book collections, periodicals and other library materials to support instructional materials	2.78	MSP	4.5	3.5	SP	1	2.68	MSP	8	2.99	MSP	1.5
6.3. Selection of books and periodicals does not meet the demands and educational interests of the students and faculty.	2.44	LSP	15	2.8	MSP	16	2.69	MSP	6	2.64	MSP	15
6.4. Sufficiency in the reference collection, standard works and general publications for literature search, back ground readings and information sources	2.67	MSP	9	3.1	MSP	8	2.72	MSP	3	2.83	MSP	6.5
6.5. Updating of books and other references to keep the collection relevant	2.89	MSP	2	2.9	MSP	12.5	2.69	MSP	6	2.83	MSP	6.5
6.6. Availability of the Audio-Visual materials such as maps, posters, pictures, films and filmstrips and other instructional non-print materials	2.89	MSP	2	2.8	MSP	16	2.63	MSP	9	2.77	MSP	9
6.7. Organization or classifications of books on open shelves	2.67	MSP	9	2.89	MSP	14	2.57	MSP	10.5	2.71	MSP	11.5
6.8. Maximum accessibility of book collections and other references	2.67	MSP	9	3.4	MSP	2.5	2.57	MSP	10.5	2.88	MSP	4
6.9. Enough number of library materials and other references for the faculty & students' use	2.89	MSP	2	3.4	MSP	2.5	2.69	MSP	6	2.99	MSP	1.5
6.10. Assignments given by professional and general education subjects' faculty are readily available in promoting the use of library resources	2.67	MSP	9	3.1	MSP	8	2.49	MSP	15	2.75	MSP	10
6.11. Various promotional activities like regular announcements made especially of new acquisitions, and publications	2.22	LSP	19	2.78	MSP	18	2.54	MSP	12	2.51	MSP	19
6.12. Accessibility in terms of loan arrangements of books, and other reference materials provided through an agreement	2.67	MSP	9	3.2	MSP	5.5	2.47	LSP	18	2.78	MSP	8
6.13. Sufficient number of computers for both faculty and students' use	2.67	MSP	9	2.7	MSP	19.5	2.76	MSP	1	2.71	MSP	11.5
6.14. Hours rendered by the SLRC for the faculty and students per week	2.38	LSP	16	3	MSP	10.5	2.51	MSP	14	2.63	MSP	16
6.15. Accessibility of the internet search engines for faculty and students' use like the Academic One File, among others	2.67	MSP	9	3.2	MSP	5.5	2.72	MSP	3	2.86	MSP	5
6.16. Assistance rendered by professional and general education subjects' faculty and the library staff in promoting effective use of library resources	2.33	LSP	17.5	2.8	MSP	16	2.47	LSP	18	2.53	MSP	18
6.17. Presence of various promotional activities like Book Week, regular updating of the SLRC bulletin boards of new acquisitions, and publications	2.56	MSP	13	2.9	MSP	12.5	2.53	MSP	13	2.66	MSP	14
6.18. Accessibility in terms of loan arrangements of books, and other reference materials provided through an agreement	2.5	MSP	14	3.1	MSP	8	2.48	LSP	16	2.69	MSP	13
6.19. Responsiveness of the librarians and staff to faculty and students' needs	2.11	LSP	20	2.7	MSP	19.5	2.46	LSP	20	2.42	LSP	20
6.20. Conduciveness of the SLRC for studying, reading, review and doing research-related activities	2.33	LSP	17.5	3	MSP	10.5	2.47	LSP	18	2.60	MSP	17
Composite Mean	2.56	MSP		3.03	MSP		2.58	MSP		2.72	MSP	

Legend: 4.50 – 5.00 = Very Serious Problem (VSP); 3.50 – 4.49 = Serious Problem (SP); 2.50 – 3.49 = Moderate Serious Problem (MSP); 1.50 – 2.49 = Less Serious Problem (LSP); 1.00 – 1.49 = Not a Problem (NP)

This is validated by the study of Valencia (1992) as cited in Guarino and Perez (2009) where, they enumerated the book and periodical collection standards as provided for by the Association of College and Research which accordingly need to meet full

curriculum needs of both undergraduates and faculty or development studies.

The last three (3) in rank include Responsiveness of the librarians and staff to faculty and students' needs (2.42), Various promotional activities like regular announcements made especially of new acquisitions,

and publications (2.51); and Assistance rendered by professional and general education subjects' faculty and the library staff in promoting effective use of library resources (2.53).

These results imply that the responsiveness of the librarians and staff has already improved and favored by the faculty and student respondents; that the various promotional activities for the past few semesters had been greatly helping the faculty and student respondents to visit the library often, conduct research/library works and promote effective use of library resources.

Studies like this is supported by Matthews (2004). According to him, performance measurement is not an end in itself but rather a means to improve operations and services. The key to communicating is to how effective the public library is within the community is to actively involve the various stakeholders, especially the funding decision makers, in determining what information they would like to know about the library.

Based on the results of Table 7 (on the next page), the computed p-values of Book Collection of Engineering Subjects (0.000) and SLRC and Utilization and Services (0.000) were all less than 0.05 level of significance, thus, the hypothesis of no significant difference on the problems encountered in the assessment of the three groups of respondents is rejected.

This means that respondents' assessments differ. Likewise, it was observed that professional teachers differ from their general education teacher-counterparts, while the general education teachers differ from their student-respondents. This finding may be attributed to the fact that each of the three groups have individual differences in terms of reading needs, interests and priorities in terms of services rendered to them by the SLRC staff / personnel.

Table 7. Difference of Responses on the Assessment of the Problems Encountered in SLRC by the Three Groups of Respondents

Indicators	Group	Group	Mean Difference	F-value	Sig.	D	I
Book Collection of Engineering Subjects	professional	GE	1.3929(*)	10.578	0.000	R	HS
		Students	0.2561				
	general education	Professional	1.3929(*)				
		Students	1.1367(*)				
	students	Professional	0.2561				
		GE	1.1367(*)				
Book Collection of General Education Subjects	professional	GE	0.4246	1.390	0.253	A	NS
		Students	0.3496				
	general education	Professional	0.4246				
		Students	0.075				
	students	Professional	0.3496				
		GE	0.075				
SLRC and Utilization and Services	professional	GE	1.4841(*)	11.508	0.000	R	HS
		Students	0.3934				
	GE	Professional	1.4841(*)				
		Students	1.0907(*)				
	students	Professional	-0.3934				
		general education	1.0907(*)				
Problems Encountered	professional	GE	0.0736	0.053	0.949	A	NS
		Students	0.0186				
	GE	Professional	0.0736				
		Students	0.0922				
	students	Professional	0.0186				
		GE	0.0922				

* The mean difference is significant at the .05 level.

This analysis is supported by a number of studies: The first one based its focus from the individuals who visit or use the library and its resources. The relationship between the user and the library is complex

and changing but in most cases, as in Guaspari's (1998) study, *user* and *customer* are used interchangeably. Cannon (2000) as cited in Guarino & Perez (2009), wrote that the conduct / quality of library services measure the quality of the institution. Competent staff, well- balanced book collection that supplements the curriculum needs, interests and abilities of students and faculty members, altogether contributes in a successful library operation.

CONCLUSIONS

The SLRC Status in terms of Book Collection on Engineering and GE Subjects, by both faculty members and student-respondents were perceived both moderately extensive and functioning very well. In terms of the problems encountered by the respondents, adequate number of book collections, periodicals and other library materials to support instruction; enough number of library materials and other references for the faculty & students' use and the selection of books and periodicals that do not meet the demands and educational interests of the students and faculty are the top three moderate serious problems encountered by the respondents. General Education teachers have significantly higher problems encountered in the LIMA-SLRC.

RECOMMENDATIONS

The SLRC Management and Staff may come up with a meeting / discussion after to review and analyze the factors why their book collections for both Engineering and GE Subjects were assessed by the faculty and student-respondents to be moderately extensive and functioning very well. This will eventually lead to identifying the most effective strategies that may be useful for future accreditations, specifically for the College of Engineering.

The SLRC Management may review the top three problems encountered by the respondents and then work on the following: check and update the number of book collections, periodicals and other library materials to support the various instructional needs of the Professional and GE Engineering Faculty and students; and request from the respective colleges / departments, (Professional Engineering and GE) at least every Summer of the next School Year, references that would be used and would be helpful for the students of the College of Engineering. This step can greatly help in the cost cutting of the university and to avoid buying books / reference materials "that do not meet the demands and educational interests of the students and faculty".

The College of Engineering (CoE) and the College of Education, Arts and Sciences (CEAS) may continue encouraging their Professional and GE Subject Faculty Members to do the following: continue giving assignments, chapter readings and library works to their students and include the findings in their daily meetings / discussions; personally visit and frequently spend time being in the SLRC either through reading periodicals, journals, using the internet, among others; and update the SLRC regarding books or references that they would be needing for their own use and for their students' usage, in a regular interval.

The researchers may replicate this study after a year; by adding other variables; and using a higher number of participants, colleges / departments to widen the scope and finally, validate the results. Faculty / Student-Researchers, may use this study be as a source of information, reference and guidance particularly in the fields of Curriculum Development, Instruction, Accreditation and Program Development not only in this university but also in other Regions of the country.

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