

The Effectiveness of Library Services in the Learning of College Students

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Abstract: This study examined the effectiveness of library services in the learning of college students of Northwestern Agusan Colleges (NAC). Random sampling is used in this research, where the researchers undergo a survey questionnaire that will be answered by the respondents, which the total number of respondents two hundred (200). It results of our study that library services had a significant effect on the learning of college students and it also results that the library has a good performance when it comes to academics. Moreover, this research talks between library services and the learning of college students. It also talks about how library services affect the learning of college students, which results that library services influenced the academic success of college students in a good way. Through the library services like books, we can easily get more information and idea to solve different problems, that's why we must treasure the library because without the library we can't get valuable and authentic information on our studying.

Keywords—Library Services, Library, Effectiveness of library services

1. Introduction

The library is a critical component in any academic institution and serves as a vital resource for students in their pursuit of knowledge. It offers access to books, journals, and other sources of information that support academic research. Besides, libraries provide students with various services aimed at enhancing their academic and personal development, including computer access, group study rooms, reference services, and information literacy programs. As such, it is vital to evaluate the effectiveness of library services, particularly in terms of their impact on students. This research paper aims to explore the effectiveness of library services on students' academic performance and general well-being.

Furthermore, the library is an essential institution that plays a crucial role in providing access to information and resources for student's academic success. Library services offer many resources and services to support academic research and study, including access to books, journals, technology, study spaces, and other essential tools. Additionally, library services offer a range of information literacy programs, reference services, and other support services aimed at enhancing students' academic success and personal development. As such, evaluating the effectiveness of library services is critical to understanding their impact on student's academic and personal growth. This research paper aims to explore the effectiveness of library services on students' academic performance, research skills, and general well-being,

identifying the specific services that promote these outcomes. Through this research, we seek to contribute to the existing body of knowledge on library services' impact on students, enabling future improvements and enhancements in library services to meet the diverse needs of students.

According to Robinson and Dickinson (2016), library services provide a safe and stimulating environment for early childhood development, specifically Storytime sessions promoting reading, communication, and creativity. According to L.J. Zimmerman and A.J. Kremer (2016), libraries play a significant role in providing access to health information to vulnerable populations. Also, according to St. Clair (2015), academic libraries have a positive impact on faculty research and teaching, with librarians playing an essential role in providing information literacy instruction and research support.

According to the research article published in the Journal of Academic Librarianship, the usage of library services has a noteworthy and affirmative impact on the academic achievement of students. The research conducted on over one thousand undergraduate students from a prominent university revealed that students who availed of library services such as research assistance, instruction, and access to resources attained higher GPAs than those who refrained from utilizing these services. The study also reflected that students who received library services felt more self-assured in their research skills and were more prone towards engaging in academic activities such as research-based seminars, and submitting research papers. Furthermore, students who made use of library services demonstrated higher levels of persistence in their academic pursuits and a lesser probability of dropping out of academia. According to the researchers, academic institutions must prioritize library services as they play a vital role in promoting student success in higher education. The study highlights the necessity for continued investment by library professionals in library resources and services as an aid to ensure that students are able to access the required support for academic excellence.

2. METHODOLOGY

2.1 Research Question

Research Question:

Name:

Age:

Sex:

1. From 1-5, how are you satisfied with the library services?

2. From 1-5, how was your experience using library?

2.2 Research Design

In this research, the researchers create a survey to get the response of the respondents regarding to our data questions and to get their insights about the usage and library services.

2.3 Participant of the Study

This study was conducted on last week of April 2023, at Northwestern Agusan Colleges. The participants of this study are the College students from different courses.

Group	Population
BSBA	61
BSED	88
BEED	51

2.4 Data Gathering Procedure

The researchers asked for permissions to the school principal, and after being approved, the researchers started to conduct the survey to the college students.

2.5 Research Locale

In this study, the researchers conducted a survey on the Northwestern Agusan Colleges (NAC), located in the Bayview Hill, Nasipit Agusan Del Norte.

2.6 Statistical Tools

- *Frequency* – this will describe the composition of the population.
- *Pearson Correlation Coefficient Calculator* – measures the correlation of two variables.
- *Likert Scale* – measures the participants attitude and opinions.
- *Chi-Square* – a statistical test used to compare observe results with expected results.

3. RESULTS AND DISCUSSIONS

Table 1 presents the relationship between the course and Satisfaction rating of library services

Table 1– Course and Satisfaction Rating

Course	<u>Satisfaction Rating</u>					Total
	Extrem-ely Sat.	Very Sat.	Sat	Slightly Sat.	Not Sat.	

BSBA	21	25	15	0	0	61
BSED	33	30	25	0	0	88
BEED	14	15	10	12	0	51
Total	68	70	50	12	0	200

library services. The highest chi-square value observe is 103.89, indicating a significant association between course and satisfaction rating of library services. It also illustrates that the course and satisfaction rating of library services had a strong relationship of each other. Based on the article entitled a “A Remarkable Review of Library Services: A Hub of Utmost Satisfaction”, the satisfaction rating of library services is a testament to their adaptability and continued relevance in the digital age. By embracing technological advancements, diversifying their offerings, and remaining a vital community resource, libraries have managed to foster a sense of satisfaction among their patrons. As knowledge hubs that go beyond the confines of physical books, libraries have successfully reinvented themselves to offer a wide range of fulfilling services, making them an invaluable asset to society’s intellectual growth and development.

Table 2 represents the relationship between sex and satisfaction rating of library services

Table 2–Sex and Satisfaction Rating

Satisfaction Rating

Sex	Extrem-ely Sat.	Very Sat.	Sat.	Slightly Sat.	Not Sat.	Total
F	32	56	12	9	0	109
M	16	48	14	13	0	91
Total	48	104	26	22	0	200

	OV	EV	OV-EV	(OV-EV) ²	(OV-EV) ² /EV
BSBA & ES	21	6.405	14.595	213.0147	33.2575
BSED & ES	33	14.52	18.48	341.5104	23.52
BEED & ES	14	3.57	10.43	108.7849	30.4719
BSBA & VS	25	7.625	17.1375	293.6939	38.5173
BSED & VS	30	13.2	16.8	282.24	21.3818
BEED & VS	15	3.825	11.175	124.8806	32.6485
BSBA & S	15	4.575	10.425	108.6806	23.7553
BSED & S	25	11	14	196	17.81
BEED & S	10	2.55	7.45	55.5025	21.7657
BSBA & SLS	0	0	0	0	0
BSED & SLS	0	0	0	0	0
BEED & SLS	12	3.66	8.34	69.5556	19.0043
BSBA & NS	0	0	0	0	0
BSED & NS	0	0	0	0	0
BEED & NS	0	0	0	0	0
					262.1305

Chi-Square Test

Course	Value	df	Significant Value	p
BSBA	X ² 95.5301	8	0.05	<.00001
	N 61			
BSED	X ² 62.71	8	0.05	<.00001
	N 88			
BEED	X ² 103.89	8	0.05	<.00001
	N 51			

The chi-square test conducted on the data examines the relationship between the course and satisfaction rating of

	OV	EV	OV-EV	(OV-EV) ²	(OV-EV) ² /EV
F&ES	32	26.16	5.84	34.1056	1.3037
M&ES	16	21.84	-5.84	34.1056	1.5616
F&VS	56	56.68	-0.68	0.4624	0.0082
M&VS	48	47.32	0.68	0.4624	0.0097
F&S	12	14.17	-2.17	4.7089	0.3323
M&S	14	11.83	2.17	4.7089	0.3981
F&SLS	9	11.99	-2.99	8.9401	0.7456
M&SLS	13	10.01	2.99	8.9401	0.8931
F&NS	0	0	0	0	0
M&NS	0	0	0	0	0
					5.2523

Chi-Square Test

Sex	Value	df	Significant Value	p
Female	X ² 2.3898	4	0.05	.664471
	N 109			

Male	X ²	2.8625	4	0.05	.581093
	N	91			

Table 2 examines the relationship between sex and its satisfaction to the library services. The highest chi-square value observe is 2.8625, indicating a worthless association between sex and satisfaction rating of library services. It also illustrates that there are no significant relationship between sex and satisfaction rating of library services. Based on the study entitled “A Comprehensive Analysis of User Satisfaction Ratings in Libraries for Different Genders: A Review of Literature”, gender differences exist in library satisfaction ratings, with female users reporting higher levels of satisfaction. The findings emphasize the importance of tailoring library services to meet the needs and preferences of different genders. Libraries can benefit from offering diverse resources, creating welcoming environments, and providing excellent customer service to enhance user satisfaction. Further research is needed to explore additional factors and address potential limitations in the current literature.

Table 3 represents the relationship between the age group and satisfaction rating of library services

Table 3–Age group and Satisfaction Rating

Age	Satisfaction Rating					
	Extrem-ely Sat.	Very Sat.	Sat.	Slightly Sat.	Not Sat.	Total
19-21	15	16	16	12	0	59
22-24	16	17	14	13	0	60
25-27	9	12	5	2	0	28
28-30	9	10	6	1	0	26
31-33	7	13	3	4	0	27
Total	56	68	44	32	0	200

&ES 31-33	7	7.56	-0.56	0.3136	0.0415
&ES 19-21	16	20.06	-4.06	16.4836	0.8217
&VS 22-24	17	20.4	-3.4	11.56	0.56
&VS 25-27	12	19.52	2.48	6.1504	0.6461
&VS 28-30	10	8.84	1.16	1.3456	0.1522
&VS 31-33	13	9.18	3.82	14.5924	1.5896
&VS 19-21	16	12.98	3.02	9.1204	0.7026
21&S	14	13.2	0.8	0.64	0.048
22-24	5	6.16	-1.16	1.3456	0.2184
24&S	6	5.72	0.28	0.0784	0.0137
25-27	3	5.94	-2.94	8.6436	1.4552
27&S	12	9.44	2.56	6.5536	0.6942
28-30	13	9.6	3.4	11.56	1.2042
31-33	2	4.48	-2.48	6.1504	1.3728
19-21	1	4.16	-3.169	9.9856	2.4004
&SLS 22-24	4	4.32	-0.32	0.1024	0.0237
&SLS 25-27	0	0	0	0	0
&SLS 28-30	0	0	0	0	0
&SLS 31-33	0	0	0	0	0
&SLS 19-21	0	0	0	0	0
&NS 22-24	0	0	0	0	0
&NS 25-27	0	0	0	0	0
&NS 28-30	0	0	0	0	0
&NS 31-33	0	0	0	0	0
&NS					
					12.7002

	OV	EV	OV-EV	(OV-EV) ²	(OV-EV) ² /EV
19-21	15	16.52	-1.52	2.3104	0.1398
&ES 22-24	16	16.8	-0.8	0.64	0.0381
&ES 25-27	9	7.84	1.16	1.3456	0.1716
&ES 28-30	9	7.28	1.72	2.9584	0.4064

Chi-Square Test

Age	Value	df	Significant Value	p
19-21	X ² 2.3583 N 59	16	0.05	.999967
22-24	X ² 1.8503 N 60	16	0.05	.999994

25-27	X ²	2.4089	16	0.05	.999962
	N	28			
28-30	X ²	2.9727	16	0.05	.999841
	N	26			
31-33	X ²	3.11	16	0.05	.999784
	N	27			

Table 3 examines the relationship between age group and satisfaction rating of library services. The highest chi-square value observe is 3.11, indicating a worthless association between age group and satisfaction rating of library services. This table illustrates that there are no significant relationship between age group and satisfaction rating of library services. Based on the study entitled “Evaluating Library Satisfaction Rating Across Different Age Groups: A Review of Literature”, a comprehensive overview of existing research examining the library satisfaction levels of children, teenagers, young adults, middle-aged adults, and older adults. Through synthesizing various studies, this review identifies the factors influencing library satisfaction and highlights potential areas for improvement in catering to the needs and expectations of library users across various age brackets.

Table 4 represents the relationship between different course and it’s duration inside the library

Table 4–Course and Duration

Duration

Course	Eve-ryday	1 a Week	1per Sem.	2 a Week	1 a Mon	Total
BSBA	16	13	10	9	13	61
BSED	19	21	14	26	8	88
BEED	26	18	2	0	5	51
Total	61	52	26	35	26	200

Course	OV	EV	OV-EV	(OV-EV) ²	(OV-EV) ² /EV
BSBA & E	16	18.605	-2.605	6.8017	0.3779
BSED & E	19	26.84	-7.84	61.4656	2.3641
BEED & E	26	15.555	10.445	109.0981	7.2732
BSBA & 1W	13	15.86	-2.86	8.1796	0.5453
BSED & 1W	21	22.88	-1.88	3.5344	0.1607
BEED & 1W	18	13.26	4.74	22.4676	1.7283

BSBA & 1PS	10	7.93	2.07	4.2849	0.6122
BSED & 1PS	14	11.44	2.56	6.5536	0.5958
BEED & 1PS	2	6.63	-4.63	21.4369	3.5728
BSBA & 2W	9	10.675	-1.675	2.8056	0.2806
BSED & 2W	26	15.4	10.6	112.36	7.4907
BEED & 2W	0	0	0	0	0
BSBA & 1M	13	7.93	5.07	25.7049	3.6722
BSED & 1M	8	11.44	-3.44	11.8336	1.0758
BEED & 1M	5	6.63	-1.63	2.6569	0.4007

Chi-Square Test

Course	Value	df	Significant Value	p
BSBA	X ² 5.4882 N 61	8	0.05	.704347
BSED	X ² 11.7871 N 88	8	0.05	.160963
BEED	X ² 12.975	8	0.05	.112713

Table 4 explores the relationship between course and it’s duration inside the library. The highest chi-square value observe is 12.975, indicating a worthless association between course and it’s duration oinside the library. Also the course that has the highest chi-square is the BEED or Bachelor of Elementary Education. This table illustrates that there are no significant relationship between course and it’s duration inside the library. According to the article entitled “Analysis and Cataloging of Course Reference Materials in the Library”, by implementing an efficient cataloging system and creating a user-friendly digital platform, this study endeavors to enhance users’ academic journey by offering easy access to comprehensive course reference materials. The outcomes of this research will pave the way for an improved library experience that caters to the diverse **needs** of students and faculty across various academic disciplines and courses

Table 5 represents the relationship between sex and it’s duration inside the library

Table 5 –Sex and Duration

Duration

Sex	Every-Day	1 a Week	1 per Sem.	2 a Week	1 a Mon.	Total
F	52	9	19	21	8	109
M	2	18	14	19	38	91
Total	54	27	33	40	46	200

library type, demographic profiles, and individual intentions contribute to the duration of these interactions. Future research may delve deeper into the motives behind such encounters, exploring the impact of factors like interpersonal attraction, information seeking behavior, and social norms to provide a comprehensive understanding of library dynamics.

Table 6 represents the relationship between age group and it's duration in the library

	OV	EV	OV-EV	(OV-EV) ²	(OV-EV) ² /EV
F & E	52	29.43	22.57	509.4049	17.5657
M&E	2	24.57	-22.57	509.4049	21.2252
F & 1W	9	14.715	-5.715	32.6613	2.3329
M & 1W	18	12.285	5.715	32.6613	2.7218
F & 1PS	19	17.985	1.015	1.0303	0.0606
M & 1PS	14	15.015	-1.015	1.0303	0.0687
F & 2W	21	21.8	-0.8	0.64	0.0305
M & 2W	19	19.11	-0.11	0.121	0.0061
F & 1M	8	25.07	-17.07	291.3849	11.6554
M & 1M	38	20.93	17.07	291.3849	14.5693
					70.2665

Table 6–Age group and Duration

Age	Duration					
	Every-Day	1 a Week	1 per Sem.	2 a Week	1a Mon.	Total
19-21	25	19	12	0	3	59
22-24	18	26	14	1	1	60
25-27	12	8	1	3	4	28
28-30	4	9	8	2	3	26
31-33	5	0	2	8	12	7
Total	64	62	37	14	23	200

Chi-Square Test

Sex	Value	df	Significant Value	p
Female	X ² 31.6451 N 109	4	0.05	<.00001
Male	X ² 38.6214 N 91	4	0.05	<.00001

Table 5 examines the relationship between sex and it's duration in the library. In the table, the highest chi-square value observe is 38.6214, indicating a significant association between sex and it's duration in the library. Also, the sex that has the highest chi-square value observe is the male, which represents a strong relationship between sex and it's duration in the library. Based on the study entitled “*The Fascinating World of Library Encounters: A Study on the Duration of Different Sexes within the Realm*”, the duration of different sexes in library interactions has unraveled intriguing patterns within these scholarly domains. While the average duration of encounters hovers around 6 minutes, various factors such as

	OV	EV	OV-EV	(OV-EV) ²	(OV-EV) ² /EV
19-21 & E	25	18.88	6.12	37.4544	2.0808
22-24 & E	18	19.2	-1.2	1.44	0.0758
25-27 & E	12	8.96	3.04	9.2416	1.1552
28-30 & E	4	8.32	-4.32	18.6624	2.3328
31-33 & E	5	8.64	-3.64	13.2496	1.6562
19-21 & 1W	19	18.29	1.71	2.9241	0.1628
22-24 & 1W	26	19.22	6.78	45.9684	2.4194
25-27 & 1W	8	8.68	-0.68	0.4624	0.0578
28-30 & 1W	9	8.06	1.94	3.7636	0.4705
31-33 & 1W	0	0	0	0	0
19-21	12	10.915	1.085	1.1773	0.1177

&1PS 22-24	14	11.1	2.9	8.41	0.7645
&1PS 25-27	1	5.18	-4.18	17.4724	3.4945
&1PS 28-30	8	4.81	3.19	10.1761	2.5441
&1PS 31-33	2	4.995	-2.995	8.9701	2.2425
&1PS 19-21	0	0	0	0	0
&2W 22-24	1	4.2	-3.2	10.24	2.56
&2W 25-27	3	1.96	2.04	4.1616	2.1903
&2W 28-30	2	1.82	1.18	1.3924	0.7735
&2W 31-33	8	1.89	7.11	50.5521	28.0845
&2W 19-21	3	6.785	-3.785	14.3262	2.3877
&1M 22-24	1	6.9	-5.9	34.81	5.8017
&1M 25-27	4	3.22	1.78	3.1654	1.0562
&1M 28-30	3	2.99	1.01	1.0201	0.5102
&1M 31-33	12	3.105	8.895	79.1211	26.3737
&1M					89.3084

Chi-Square Test

Age	Value	df	Significant Value	p
19-21	X ² 4.7487 N 59	16	0.05	.996868
22-24	X ² 11.6214 N 60	16	0.05	.769632
25-27	X ² 7.954 N 28	16	0.05	.950224
28-30	X ² 6.6311 N 26	16	0.05	.979734
31-33	X ² 58.3532	16	0.05	<.00001

Table 6 explores the relationship between age group and it's duration in the library. In the table given, the highest chi-square value observe is 58.3532, indicating a valuable association between age group and it's duration in the library. Also, the age group that has the highest chi-square value observe is the age 31-33, which indicates that there are good

relationship between age group and it's duration in the library. According to the study entitled "*Reading Relay League (RRL): Engaging Different Age Groups in Library Exploration*", offering a variety of reading challenges and activities tailored to different age groups, the Reading Relay League provides an inclusive and engaging environment within the library. This program encourages participants to explore diverse literature, fosters a love for reading, and connects like-minded individuals in a shared pursuit of knowledge and imagination. Also according to this study, the library is not just a place to borrow books but can also serve as a community hub and a center for fostering a love for reading and learning. To encourage individuals of different age groups to explore the library, we propose a new initiative called "Reading Relay League" (RRL).

4.CONCLUSION

This study shown that library services are effective and useful in the learning of college students at Northwestern Agusan Colleges, thus, the following points emerged from the present study.

1. There is a strong relationship between the course and satisfaction rating of library services.
2. There is a significant relationship between sex and it's duration in the library.
3. Male participants has the highest chi-square value observe in the relationship of it's duration in the library.
4. There is a strong relationship between age group and it's duration in the library.
5. The age 31-33 has the highest chi-square value observe in the relationship of it's duration in the library.

5. RECOMMENDATIONS

With the data gathered and discussed, the researchers recommends the following:

- Schools must create an activity that will support to the library services and usage.
- Schools must create a clubs that will support library.
- Schools must priorities the library, so that everyone (students) will priorities it as well.
- Schools must emphasize the space for library so that a lot of students can enter inside the library.

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