

Pupils' Performance in Library Orientation and Instruction vis-a-vis Utilization of Resources

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Abstract - Library orientation and instruction is a process of facilitating library innovation to acquire, store, create and share information and knowledge to the organization either internal or external. The study aimed to determine the performance of orientation and instruction vis-à-vis the utilization of resources at Colegio del Santo Niño Library. This study used the descriptive – normative survey method. This method is greatly valuable in providing facts of which scientific judgment is based which also played a part in the development of instruments to assess programs and services. Results showed that pupils' performance in the library orientation and utilization was Below Average except for the area on the parts of the book which was Above Average. On the other hand, the utilization of resources such as books, periodicals, non-print resources was overall noted as Less Utilized. However, the relationship between performance and utilization was not significant though no evidence supported that the relationship was significant. Furthermore, the top-ranked problem revealed poor library system and the efficiency of updated print and non-print materials including library scheduled.

Keywords: Pupils' performance, library orientation, instruction, pupils' utilization, and library resources

INTRODUCTION

A library is a collection of resources in a variety of formats organized by librarians to provide convenient physical, digital, bibliographic, or intellectual access and offer services and programs with the purpose of educating, informing, and entertaining variety of audiences of which goal is to stimulate individual learning to educate the society as a whole of which contributes to quality education. The school library provides information and ideas that are fundamental in

functioning successfully in today's electronic information and knowledge-based society. It provides the learners with lifelong learning skills developing imagination to enable them to live responsibly. Nowadays, the vastness of knowledge and its scope has widened extensively beyond the walls of the classroom. Thus, school libraries are areas of knowledge that expand even more through efficient supply of quality resources, facilities, and services (UNESCO, 2013).

Library orientation and instruction is a process of facilitating library innovation to acquire, store, create and share information and knowledge to the organization either internal or external. In other words, pupils' performance in library orientation and instruction vis-a-vis the utilization of resources are series of processes transforming knowledge and circulation. Along with, the Chartered Institute of Library and Information Professionals (2001) presented that learners are the center of all the processes from the initial phase to the final phase of evaluation, to meet their changing needs and to create new ones. Considering the users priority, it is important to secure sufficient amount of information for decision-making to define and comprehend the causes based on the analysis of the information.

Merrill (1999) stressed that knowledge objects are containers consisted of compartments for different related elements of knowledge which is designed primarily focusing on the cognitively structured domains. Instructional Transaction Theory (ITT) follows teaching procedural knowledge promoting efficient learning, carefully defining learning strategies by automating design process, combining exploration with guided instruction. ITT is a learner-centered design theory that incorporates diverse needs and provides benefits of interactive learning environment without the

expense of developing simulations. Since the main goal of the library is to provide efficient services to the academic community which can be measured through relevancy of users' needs with an interactive system to achieve meaningful output. Moreover, the library can formulate general statements about the nature of works, rules and regulations, and procedures to become more open and systematic which illustrates that the activities and services are not isolated but also susceptible to interference by interactions with the external system. Furthermore, he emphasized that several reasons can be recognized like discrepancies between expectations and actual service provided such as: when service provider fails to deliver effectively services that fully satisfies the users. Since, the ultimate goal of the library is providing users needs, it is quite impossible to attain fully and perfectly such goal. It is reasonable to define then the service categories relevant to its objectives reflective of the immediate needs and realistic enough to maximize resources despite limitations.

School library has varied resources to serve the academic instructional and research needs of which system of progressive development and growth is according to the institutions developmental plan. Primarily, the library collection is the total accumulation of books, periodicals, journals, magazines, unpublished materials, non-print and electronic resources, and other resources collected, acquired and owned which are classified and catalogued with accepted system and arranged in easy access and retrieval. School library also provide adequate and appropriate facilities and equipment which are strategically planned and functionally designed with comfortable physical set-up and arrangement. This part of the library services and utilization can provide quality service to the users and ultimately satisfy their expectations depending on the availability and functionality. Merrill (1999) illustrated that the school library formulates policies to foster awareness of library availability and utilization of the collection, facilities and equipment. These policies would eventually enhance capability to use resources for quality and better services. Similarly, the library will ensure the availability of resources that are updated with technological advancement in response to users need. Generally, the library reflects how the school's provision of quality learning experiences which entail in-depth instruction and orientation program to provide, training, and information to the learners in the operation, exploration and usage of the library resources.

Library collection has greatly increased for several years and many academic institutions provided evidences of books, periodicals, non-print and electronic resources (Ashcroft and Watts, 2004) This was further explained by Armstrong and Lonsdale (2005) when they analyzed focus groups' opinions of integrating e-books in higher education in United Kingdom last 2005. With the advent of new technologies are proliferation of e-books and journals which greatly assist faculty and pupils for academic activities. On the other hand, Bennet and Landoni (2005) explained that the use of electronic books among UK University students focused on the importance of the organization of providing training courses and specific seminars to make them adept in using library resources.

Accordingly, Commission on Higher Education minimum standards requires libraries to undergo designing of outcomes assessment to validate the appropriacy, completeness, and usefulness of resources to contribute for better learning environment. To level up with excellence and quality output, assessment and evaluation are indicative of containing process of enhancing and achieving better results geared to right direction and vision. Since standards not in conformity with excellence defeats its purpose of excellence. Obille (2007) stipulated that standards are subscribed by most industries and academic institutions synonymous to compliance and prestige. Prestigious institutions attract more enrollees and productivity coupled with staff satisfaction which brought out integrity, fulfillment and quality reputation.

On the other hand, Okiy (2000) found out that students and faculty of Delta State University, Abraka, Nigeria utilize materials (newspapers, journals, textbooks, magazines, projects, dictionaries, encyclopedias, and government documents for their research and academic activities. Similarly, Popoola (2000) also revealed that academic social scientist in the Nigerian Universities utilized library information services such as : current awareness, photocopying , referencing , statistical data analysis, e-mail, selective dissemination of information and on-line database searching, to support research programs and activities.

Moreover, the study of Kemoni (2007) on archival information in the University of Nairobi, Kenya found maps, atlases, gazetteers, theses and dissertations newspapers, statistical abstract, video films, political record books, journals and conference papers were useful and supportive of their research endeavors. In addition, Ojedokun an Owolabi (2003) investigated the internet access and usage for teaching and research

activities in University of Botswana academic staff and reported that internet facilities for literature searching improved their teaching quality. Moreover, Ojo-ade and Jagboro (2000) also found out that academic staff in Obafemi Awolowo University, Ile-Ife, Nigeria used the subject catalog in locating and retrieving needed information for their teaching activities.

The number of times determines the efficiency of the library it is useful to the users no matter how fully equipped and competently supervised based on rules and regulations. Acre (2007) expressed that Cebu City National Science High School (CCNSHS) library implemented well their programs and services but its library acquisition and collection were not quite updated and the physical facilities were below standard. However, most students of CCNSHS were resourceful enough to use other materials like periodicals, magazines and newspaper for research work activities assigned by the teachers. Consequently, efficient selection and acquisition of resources, organization, documentation, circulation, and other necessary services provide an image of a good library. Its efficiency is measured when faculty, staff and pupils spend few hours to browse, read and borrow reading materials and use them to improve their reading capabilities, the mission of quality instruction is achieved. Alcotin (2007) pointed out that returning of resources to the library however was unsatisfactory due to some inconsistencies in controlling book circulation. This must constantly be followed to prevent losses of reading resources. In addition, Padilla (2008) presented that volumes of information can be accessed through print, non-print, and electronically which the users maximize to avail of resources in an organized training and information which propelled adeptness in utilizing library resources.

OBJECTIVES OF THE STUDY

The study aimed to determine the performance of orientation and instruction vis-à-vis the utilization of

resources at Colegio del Santo Niño Library for School Year 2013-2014. Specifically, it answered the following sub-problems: what is the pupils' performance in the library orientation and instruction in terms of: location of resources, policies, parts of a book, card catalog, use of library resources?; what was the level of pupils' utilization of library resources in terms of: print, and non-prints?; was there significant relationship between pupils' performance in the library orientation and instruction and utilization of library resources?; and what were the problems encountered by the pupils?

METHODS

This study used the descriptive survey method. Descriptive method is greatly valuable in providing facts of which scientific judgment is based which also played a part in the development of instruments to assess programs and services. Hypothesis testing was done through inferential statistics which confirmed certain theory based on the data. The respondents of the study were the pupils who officially enrolled in School Year (SY) 2013-2014. There were grades 3 to grades 6 pupils with a total of 404 pupils. The data was based on the data provided by the Colegio del Santo Niño (CSN) Registrar's office. Using the z-test statistical tool to find out the performance of the pupils' in library orientation and instruction; weighted mean was used to determine the level of pupils' utilization of library resources.

RESULTS AND DISCUSSION

This table presents the pupils' scores for the evaluation test after library orientation and instruction which consisted of five components, namely: location of resources, policies, parts of the book, card catalog, and usage of resources in the library.

As shown in Table 1. location of resources obtained the mean of 2.54, policies was 2.70, parts of the book with 8.86, card catalog with the mean of 4.28 and finally 8.36 for the use of library resources.

Table 1. Pupils' Performance in Library Orientation and Instruction

| Components of Library Orientation and Instruction | Test Items | Mean | Sd. | Computed Value | Tabled Value | Remarks | Desc . |
|---|------------|--------------|--------------|----------------|---------------|--------------------|-----------|
| Location of Resources | 5 | 2.54 | 1.60 | -5.75 | -1.960 | Significant | BA |
| Policies | 5 | 2.70 | 1.64 | -3.75 | -1.960 | Significant | BA |
| Parts of a book | 12 | 8.86 | 2.98 | +11.07 | +1.960 | Significant | AA |
| Card Catalog | 10 | 4.28 | 2.07 | -17.2 | -1.960 | Significant | BA |
| Effective Use of Library Resources | 16 | 8.36 | 2.89 | -8.86 | -1.960 | Significant | BA |
| Total | 48 | 26.74 | 11.17 | -3.67 | -1.960 | Significant | BA |

Referring to the of books with standard deviation of 1.60 which was significant due to the visibility and manner of book displayed which allow pupils to easy access guided and directed by signages which are very clear to follow. It was rated Below Average.

The policies obtained a standard deviation of 1.64 which significantly showed that pupils are obedient, attentive and follow rules and regulations stipulated, of all Asian Countries, Filipinos are trained to respect elders and rules as part of Character Training and Formation mostly specified by Filipino sociologist. However, the rating was Below Average.

Regarding the parts of the book which got 2.98 standard deviation illustrated that pupils' developed reading and study habits in the library despite limited space. Thus, the Above Average rating was obtained. Whereas card catalog standard deviation obtain a rated of 2.07 and 2.89 for use of library resources. This showed that pupils neglected the use of card catalog and directly locates library resources due to its familiarity of the premises. Similarly, the use of library resources presented a slight difference from card catalog which confirmed that dissemination of library information through bulletin display was useful to the users. Both components were rated Below Average.

Table 2 showed the pupils use of library resources print, non-print and non-projected materials. It was illustrated that among the given print resources, all were utilized except the areas of Philosophy, Religion, History and Biography and Curriculum materials. This means that the pupils were not interested to go beyond basic literature due to vocabulary difficulties and more comprehensive needed to decipher the meaning of these book contents. Thus, the average weighted mean scored 2.13 described as Less Utilized.

Regarding periodicals utilization, only magazines and journals were rated Utilized while newspapers and bound periodicals were Less Utilized. This mean that the pupils are interested to read about events and happenings of the country and world, but are not attuned with ready activities from newspapers and periodicals requiring more ability to analyze comprehend and synthesize. These skills are crucial to develop in the basic education level to become critical thinkers and lifelong learners.

For the non-print resources, all others were Less Utilized except the educational games which were rated as Utilized. Thus, the average weighted mean was 1.85 which showed that pupils were not trained to use graphic organizers and read visual representations like graphs, charts, posters, etc. Those non-print materials were relevant to student learning to read and interpret

codes, signals and pictures. Pupils as young as 9 to 10 years old are still playful and imaginative so they utilized more educational games. Moreover, with the advent of technologies like I- pad, I-phones, Tablets, young kids are bombarded with games and sports electronically.

Table 2. Level of Pupils' Utilization of the Library Resources

| PRINT RESOURCES | | |
|--------------------------------|-------------|--------------------|
| Books | WM | Description |
| General reference | 2.67 | U |
| Philosophy | 2.00 | LU |
| Religion | 1.98 | LU |
| Social science | 2.36 | U |
| Language | 2.35 | U |
| Pure science | 2.50 | U |
| Applied science | 2.37 | U |
| Arts | 2.42 | U |
| Literature | 2.18 | LU |
| History and biography | 2.15 | LU |
| Fiction | 2.45 | U |
| Filipiniana | 2.74 | U |
| Easy Reading Books | 2.47 | U |
| Curriculum Materials | 1.80 | LU |
| Average Weighted Mean | 2.32 | LU |
| Periodicals | WM | Description |
| Newspapers | 2.32 | LU |
| Magazines and journals | 2.36 | U |
| Bound Periodicals | 1.70 | LU |
| Average Weighted Mean | 2.13 | LU |
| NON-PRINT RESOURCES | | |
| Non-Projected Materials | WM | Description |
| Educational Games | 2.38 | U |
| Pictures | 1.78 | LU |
| Charts | 1.70 | LU |
| Graphs | 1.80 | LU |
| Posters | 1.65 | NU |
| Puppets | 1.76 | LU |
| Average Weighted Mean | 1.85 | LU |

Scale: 3 – Utilized (U); 2 – Less Utilized (LU); 1 – Not Utilized (NU)

The significant relationship of the two variables indicated to justify the computed probability value of 0.960 which is greater than 0.05 significance. Based on the presented illustration, the trend of relationship was rated positively but no sufficient evidence showing that the relationship was significant since 0% of the variance described the utilization of library resources attributed to the pupils' performance in library orientation and instruction.

Table 3. The Relationship between the Utilization of Library Resources and Performance in the Library Orientation and Instruction.

| | Ceof | SE Ceof | T | P |
|--------------------|--------|---------|-------|-------|
| Predictor Constant | 26.714 | 1.565 | 17.06 | 0.000 |
| PLOI | 0.0056 | 0.1122 | 0.05 | 0.960 |

S=8.000 R-SQ=0.0% R-Sq(adj)=0.0%

Regression Analysis: ULR versus PLOI

The regression equation is $ULR=26.7+0.006 \text{ PLOI}$

From the librarian-researcher, pupils utilized less of resources due to limited schedule of library hours and some outdated collections. This was because the researcher is a one man librarian and there was no specific budget allotted for the acquisition of updated library resources. The researcher observed that in the allocation of annual budget for collection development was based on the need arises.

The problems stipulated herein Table 4 were also common to many elementary and secondary schools. However, in CSN the highest ranked problem was the poor system in borrowing library materials with 94%, followed by insufficient library hours, outdated books, unavailability of resources, poor access of learning materials, insufficient updated books including poor library assistance and non-functional materials and equipment with 25%.

Table 4. Problems Encountered by the Pupils

| Problems Encountered | Pupils | |
|---|--------|------|
| | % | Rank |
| Poor system in borrowing of books and other library materials | 94 | 1 |
| Insufficient library hours / schedules | 75 | 2 |
| Outdated books and periodicals | 58 | 3 |
| Unavailability of books and other library materials | 44 | 4 |
| Poor accessibility of books, facilities, and other library materials | 40 | 5 |
| Insufficient supply of books and other library materials | 38 | 6 |
| Poor assistance from the librarian in accessing books and other library materials | 31 | 7 |
| Non-functional library materials and equipment | 25 | 8 |

This is necessary to attain its mission and vision of quality educational program PAASCU survey visit also informed CSN to update book collection and improve acquisition to cater to the growing number of enrollees. However, this remediation entails a huge amount of finances to continue rebuilding and retooling to support

library resources. It is stated then by Alcontin (2007) that libraries were the main source of information such that borrowing and circulating printed and non-printed resources are of prime importance in the system.

CONCLUSION

Pupils' performance emphasized the rating of the pupils of the evaluation test given by the librarian after conducting library orientation and instruction program. Library orientation and instruction is designed to inform and update the users of the resources, facilities, equipment, and services provided. Obviously, services in the library are one of the neglected areas in the academe of which the administration must revisit and realign its objectives, programs and services. Pursuant to PAASCU survey, library collection is not financially well supported and given the least budgeting allocation. Pupils' who are assisted, welcomed and encouraged to read, browse, learn and conduct researches become lifelong learners. Inadequate library staff training and updating knowledge skills incorporating organized library system affect pupils' achievement.

RECOMMENDATIONS

The Four Pillars of Education stressed the importance of learning to know. This aspect significantly relevant to developing critical minds of young learners to read, interprets, relate and derive meaningful learning. Based on this premise, an educational institution such as Colegio del Santo Niño should adhere to the following legitimate recommendations: proper, organized, arranged and well-managed library system including collection of print and non-printed materials are considerably important to assist teachers and pupils in attaining the mission-vision of quality institution; bulletin board display, posters, charts, graphs and other visual information processes will provide pupils the encouragement to make use of the library resources; and active involvement of administrative, staff, teachers and others stakeholders as role models in the academe to build a rendezvous of learning such as the library despite limitations.

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