

Utilization of Library Resources in Selected Public Elementary Schools

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Abstract

This study aimed to determine the extent of utilization of library resources in selected public elementary schools in the Cainta Sub-Office, Division of Rizal, during the School Year 2025–2026. The schools included Cainta Elementary School, Arinda Elementary School, and Francisco P. Felix Elementary School Unit-I. The study focused on assessing the utilization of library resources in terms of facilities, learning materials, and services as perceived by teachers and Grade Six pupils. A descriptive survey research design was employed using a researcher-made questionnaire-checklist. The respondents consisted of 250 teachers and 289 Grade Six pupils. The sample size was determined using Slovin's formula, and pupils were selected through simple random sampling. Teachers were profiled according to age, sex, civil status, educational attainment, length of service, position title, in-service trainings attended, and frequency of library use. Pupils were described in terms of age, sex, sibling position, family size, monthly family income, parents' educational attainment, parents' occupation, and frequency of library use. Findings revealed that both teachers and pupils generally utilized library resources to a great extent in terms of facilities, learning materials, and services. There was no significant difference between the perceptions of teachers and pupils regarding facilities and learning materials. However, a significant difference was found in their perceptions of library services. Moreover, no significant differences were observed in the extent of utilization when respondents were grouped according to their respective demographic profiles. The study concluded that teachers and pupils share similar levels of utilization in facilities and learning materials, while differences exist in their perceptions of library services. It is recommended that school administrators strengthen and upgrade library services, enhance facilities and learning materials, and implement an action plan to further promote effective and sustained library utilization.

Keywords: library resource utilization, school libraries, facilities, learning materials, library services

1. Introduction

Education serves as a fundamental mechanism for national development and individual empowerment. It facilitates the systematic acquisition of knowledge, skills, values, and competencies necessary for lifelong learning and productive citizenship. In the Philippine context, Article XIV, Section 1 of the 1987 Constitution mandates the State to ensure accessible and quality education for all, underscoring the responsibility of educational institutions to provide adequate instructional support systems. Among these support systems, the school library plays a crucial role in enhancing teaching and learning processes.

Libraries are integral to educational environments as repositories of knowledge and centers for literacy development, research, and independent learning. In basic education, school libraries support curriculum implementation by providing access to print and non-print resources aligned with learners' developmental needs. DepEd Order No. 024, s. 2023, emphasizes the provision of supplementary learning resources (SLRs) in public school libraries to strengthen literacy, numeracy, research, and innovation under the K to 12 Program (R.A. 10533). This policy framework highlights the strategic role of libraries in achieving curriculum goals and fostering a culture of reading.

Empirical studies consistently affirm the importance of library resources in academic engagement and productivity. International research demonstrates that adequate collections and updated materials significantly influence user behavior and academic outcomes (Aryee et al., 2024; Bokoh et al., 2023). Similarly, Gurumurthy et al. (2023) emphasized the growing reliance on diverse library resources, including digital databases, in supporting research and lifelong reading habits. Studies also reveal that awareness and orientation programs positively affect library utilization (Lasig, 2021), while faculty productivity is associated with effective access to journals and databases (Scoulas et al., 2024). Local studies further highlight the relevance of library facilities, services, and development planning in improving user satisfaction and engagement (Leonido, 2024; Galagala, 2024; Cabonero, 2023). However, these investigations predominantly focus on higher education institutions. Research involving basic education settings often centers on general

school resource management (Ondong, 2024) rather than specifically examining the extent of library resource utilization among elementary teachers and pupils. Despite policy directives and institutional recognition of libraries as learning hubs, public elementary schools continue to face challenges such as limited collections, inadequate facilities, insufficient funding, and lack of trained personnel. Moreover, the resumption of full face-to-face classes heightens the need to reassess how effectively libraries are being utilized to support learners' academic recovery and literacy development.

While numerous studies examine academic libraries in tertiary institutions, limited empirical research investigates the utilization of library resources in public elementary schools, particularly from the dual perspectives of teachers and pupils. There is also insufficient evidence on whether demographic variables significantly influence patterns of library use in basic education contexts. Addressing these gaps, the present study examines the extent of utilization of library resources in selected public elementary schools, focusing on facilities, learning materials, and services. By providing data-driven insights within a basic education setting, the study contributes to strengthening evidence-based planning and policy implementation aimed at maximizing the educational potential of school libraries..

2. Materials and methods

2.1 Research Design

A descriptive survey research design was employed using a researcher-made questionnaire-checklist.

2.2 Research Setting

The study was conducted in selected public elementary schools in Cainta District, Schools Division Office of Rizal. These schools include Cainta Elementary School, Francisco P. Felix Elementary School Unit-I, and Arinda Elementary School.

2.3 Respondents

The respondents consisted of 250 teachers and 289 Grade Six pupils. The sample size was determined using Slovin's formula, and pupils were selected through simple random sampling. Teachers were profiled according to age, sex, civil status, educational attainment, length of service, position title, in-service trainings attended, and frequency of library use. Pupils were described in terms of age, sex, sibling position, family size, monthly family income, parents' educational attainment, parents' occupation, and frequency of library use.

2.4 Research Instruments

This study utilized a researcher-made questionnaire-checklist to gather the necessary data. The instrument consisted of two parts: Part I collected the demographic profile of the respondents, including teachers' age, sex, educational attainment, length of service, position title, in-service trainings attended, and frequency of library use, as well as pupils' age, sex, sibling position, family size, monthly family income, parents' educational attainment, parents' occupation, and frequency of library use. Part II measured the extent of utilization of library resources in terms of facilities, learning materials, and services, with 10 items for each aspect, totaling 30 items. Responses were rated using a five-point Likert scale ranging from 1 (Least Utilized) to 5 (Very Much Utilized). The instrument underwent content validation by experts, including teachers, the thesis adviser, a statistician, the dean, professorial lecturers, a master teacher, and a school head, and their feedback was incorporated into the final version of the questionnaire.

2.5 Data Collection

The researcher followed a structured Gantt Chart of Activities in conducting the study, beginning with the formulation of the research problem and ending with the submission of the final manuscript. After the validation of the research instrument, permission to conduct the study was secured from the Office of the Schools Division Superintendent. The validated questionnaire-checklist was then administered to the selected respondents, ensuring compliance with the provisions of the Data Privacy Act of 2012 in collecting and handling data. Upon retrieval, the responses were encoded and analyzed using the Statistical Package for Social Sciences (SPSS). The findings were interpreted and used as the basis for formulating the summary of findings, conclusions, and recommendations. Following the oral defense, the manuscript was revised in accordance with the comments and suggestions of the oral examination committee. It was also subjected to an anti-plagiarism test prior to the submission of the final hardbound copies to the Graduate Studies Office and other concerned offices.

2.6 Data Analysis

The data gathered in the study were analyzed and interpreted using appropriate statistical tools. Frequency, percentage, and rank distribution were employed to describe the profile of the two groups of respondents based on the selected variables. To determine the extent of utilization of library resources in terms of facilities, learning materials, and services, the weighted mean was computed. The independent samples t-test was used to identify whether a significant difference existed between the perceptions of teachers and pupils regarding the extent of library resource utilization.

Furthermore, one-way analysis of variance (ANOVA) was applied to determine whether significant differences existed in the respondents' perceptions when grouped according to their demographic profiles.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study..

3. Results and Discussion

3.1. Profile of the Two Groups of Respondents in Terms of the Selected Variables

As shown in the table, out of 250 teacher-respondents, 32.8 % are 41-50 years old, 26.4% are 51 years old and above and the rest have ages 40 years old and above. Majority of them are females with 88.4%. In terms of civil status, most of them are married with 75.2 %. With regard to their educational attainment, most of them are pursuing graduate education with 46.4% having MA units, 38.8% have finished their Masters' degree and only 10.8% are still in their Bachelor's degree. As to their length of service, 37.6% have been in the service for 0-5 years, 37.6% for 11-15 years 17.6% for 6-10 years and the remaining percentage have been in the service for 16-20 years. With regard to their position title most of them are Teacher I and Teacher III with 46 % and 41.6% respectively. In terms of in-service trainings attended, majority have attended in the school level with 71.6%. With regard to frequency of library use, most of them (54.8%) visit the library once a month.

Table 1.1: Frequency and Percentage Distribution of the Teacher Respondents in Terms of the Selected Variables

Age	Frequency	Percent	Rank
21-30 years old	47	18.8	4
31-40 years old	55	22.0	3
41-50 years old	82	32.8	1
51 years old and above	66	26.4	2
Total	250	100.0	
Sex			
Male	29	11.6	2
Female	221	88.4	1
Total	250	100.0	
Civil Status			
Widow/widower	27	10.8	3
Married	188	75.2	1
Single	35	14.0	2
Total	250	100.0	
Educational Attainment			
Doctorate Degree	2	.8	5
with Doctorate units	8	3.2	4
Master's Degree	97	38.8	2
With MA units	116	46.4	1
Bachelor's Degree	27	10.8	3
Total	250	100.0	
Length of Service			
0-5 years	84	33.6	2
6-10 years	44	17.6	3
11-15 years	94	37.6	1
16-20 years	28	11.2	4
Total	250	100.0	
Position Title			
Master Teacher II	9	3.6	4
Master Teacher I	20	8.0	3
Teacher III	104	41.6	2
Teacher II	2	.8	5
Teacher I	115	46.0	1
Total	250	100.0	
In-Service Trainings Attended			
School	179	71.6	1

Division	28	11.2	2
District	27	10.8	3
National	11	4.4	4
International	5	2.0	5
Total	250	100.0	
Frequency of Library Use			
Everyday	20	8.0	4
Once a week	47	18.8	2
Twice a week	46	18.4	3
Once a month	137	54.8	1
Total	250	100.0	

As reflected in the table out of 289 pupil-respondents, in terms of age , most of them are 12 years old and above with 61.6 %. Most of them are males having 63.7%. In terms of sibling position, 41.9% are first born and 34.6% are second born. In terms of number of children in the family, 47.1% are only child, 27.8% belong to families with 2-3 number of children. With regard to their monthly family income, 45% have monthly family income of Php 10,001-15,000 and 29.8% have monthly family income of below Php 10,000. As to their parents' educational attainment, 45% are high school graduates and 32.5% are college graduates. With regard to their parents' occupation, 53% are private company employees and 18.7% are government employees. As to their frequency of library use, 31.8% visit the library once a month and 28% visit the library twice a week.

Table 1.2: *Frequency and Percentage Distribution of the Pupil Respondents in Terms of the Selected Variables*

Age	Frequency	Percent	Rank
12 years old and above	178	61.6	1
11 years old	90	31.1	2
10 years old	21	7.3	3
Total	289	100.0	
Sex			
Male	184	63.7	1
Female	105	36.3	2
Total	289	100.0	
Sibling Position			
1st	121	41.9	1
2nd	100	34.6	2
3rd	18	6.2	4.6
4th	32	11.1	3
5th and above	18	6.2	4.5
Total	289	100.0	
Number of Children in the Family			
1	136	47.1	1
2-3	78	27.0	2
4-5	33	11.4	4
6 and above	42	14.5	3
Total	289	100.0	
Monthly Family Income			
Php 20, 001 and above	39	13.5	3
Php 15, 001- Php 20, 000	34	11.8	4
Php 10, 001- Php 15, 000	130	45.0	1
Below Php 10, 000	86	29.8	2
Total			
Parents' Educational Attainment			
College Graduate	94	32.5	2
College Undergraduate	73	25.3	3
High School Graduate	104	36.0	1
High School Undergraduate	14	4.8	4
Elementary Graduate	4	1.4	5
Total	289	100.0	
Parents' Occupation			
Government Employee	54	18.7	2
Private Employee	182	63.0	1
OFW	23	8.0	4
Others	30	10.4	3
Total	289	100.0	
Frequency of Library Use			
Everyday	54	18.7	4
Once a week	62	21.5	3

Twice a week	81	28.0	2
Once a month	92	31.8	1
Total	289	100.0	

3.2. Extent of Utilization of Library Resources in Public Elementary Schools as Perceived by the Two Groups of Respondents With Respect to the Different Aspects

As shown in the table, all aspects are interpreted Much Utilized with composite weighted mean of 4.35 for teachers and 4.29 for pupils. First in rank for both groups is Services with overall weighted means of 4.49 and 4.38 respectively. Meanwhile, last in rank for both groups is Learning Materials with overall weighted means of 4.49 and 4.38 respectively. It could be deduced from the results that both teachers and pupils perceive library resources as being "Much Utilized" across all aspects, with services being the most utilized. This highlights the importance of library services in supporting teaching and learning in public elementary schools. Findings imply that teachers and pupils utilized library resources when necessary. Users engage with library resources for various purposes, including reading, researching, and studying, preparing lectures, assignments, and tests, finding supplementary reading materials and conducting research and enhancing academic performance. This relates with the statements of Rizvi (2021) that library resource utilization refers to how often and in what ways users access and use a library's information sources, services, and facilities to meet their needs for learning, research, and teaching. High utilization often correlates positively with academic success and satisfaction, as users leverage library materials for coursework, test preparation, and information gathering.

Table 2: 3.2. Extent of Utilization of Library Resources in Public Elementary Schools as Perceived by the Two Groups of Respondents With Respect to the Different Aspects

Aspects	Teachers			Pupils		
	W $\bar{X}$	VI	R	W $\bar{X}$	VI	R
Facilities	4.31	Much Utilized	2	4.27	Much Utilized	2
Learning Materials	4.26	Much Utilized	3	4.21	Much Utilized	3
Services	4.49	Much Utilized	1	4.38	Much Utilized	1
Composite W$\bar{X}$	4.35	Much Utilized		4.29	Much Utilized	

3.3. Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Utilization of Library Resources in Public Elementary Schools With Respect to the Different Aspects

The table depicts that with respect to facilities and learning materials, the t-test results reveal probability values greater than .05. This fails to reject the null hypothesis stating that there is no significant difference between the perception of the two groups of respondents on the extent of utilization of library resources in public elementary schools with respect to the cited aspects. On the other hand, with respect to services, the null hypothesis is rejected since the probability value is less than .05. The findings suggest that teachers and pupils have similar perceptions on the extent of utilization of library facilities and learning materials. However, there is a significant difference in their perceptions on the extent of utilization of library services, which may indicate varying expectations or experiences with library services between the two groups. Findings imply that teachers and pupils share similar views on the library as a crucial resource for academic success, valuing it for research, access to current information, and as a space for learning and critical thinking. Both groups see the library as vital for supporting assignments and projects, but also recognize its role in providing a quiet environment, fostering collaboration, and offering free access to materials that might otherwise be unavailable. This is in relation with the statements of Aryee et al., (2024) that teachers and pupils often show similar positive perceptions regarding the usefulness of library facilities and learning materials for academic success, viewing libraries as essential for research and study. However, their perceptions diverge on library services, with students often more focused on social aspects and practical access, while teachers emphasize the library's role in preparing materials and guiding students. These differences can arise from varying needs, awareness levels, and perceptions of service quality, with students sometimes expressing dissatisfaction with specific services or lacking knowledge of available resources.

Table 3: Result of the t-test in the Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Utilization of Library Resource in Public Elementary Schools With Respect to the Different Aspects

Aspects	Groups	N	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Facilities	Teachers	250	4.312	0.630	0.792	0.429	Accepted	Not Significant
	Pupils	289	4.269	0.625				
	Teachers	250	4.255	0.337	1.308	0.191	Accepted	Not Significant

Learning Materials	Pupils	289	4.208	0.472				
Services	Teachers	250	4.486	0.568	2.338	0.020	Rejected	Significant
	Pupils	289	4.379	0.487				

3.4. Significant Difference on the Extent of Utilization of Library Resources in Public Elementary Schools as Perceived by the Two Groups of Respondents with Respect to the Different Aspects in Terms of Their Profile

The table shows that for all aspects (facilities, learning materials, and services) and across all profile variables (age, sex, civil status, educational attainment, length of service, position title, in-service trainings attended, and frequency of library use), the p-values are greater than the significance level (usually 0.05). Therefore, the null hypothesis (Ho) is accepted for all cases, indicating that there is no significant difference between the perceptions of teacher respondents on the extent of utilization of library resources in terms of their profile. The findings suggest that the perceptions of teacher respondents on the extent of utilization of library resources are not influenced by their profile variables. This implies that teachers' perceptions of library resource utilization are consistent across different demographic and professional characteristics. Findings imply that teachers utilize library resources regardless of their personal attributes. Findings imply that teachers' utilization of library resources is vital for enhancing teaching effectiveness and supporting student learning. Teachers use these resources for various purposes, including preparing lesson plans, curriculum review, and subject knowledge enhancement. Key factors influencing utilization include the accessibility and availability of relevant materials, the quality of library services, and teachers' information-seeking behaviors. This relates with the findings of Scoulas et al., (2024) that the more productive faculty used print books or course guides less; the more productive faculty used journal and database more. As the academic environment changes, the library's efforts to understand the needs of the faculty are crucial to ensuring their academic success.

Table 4.1: Result of the F-Test on the Significant Difference on the Perceptions of the Teacher Respondents on the Extent of Utilization of Library Resources in Public Elementary Schools with Respect to the Different Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Facilities	1.628	0.183	Accepted	Not Significant
Learning Materials	2.534	0.058	Accepted	Not Significant
Services	1.332	0.264	Accepted	Not Significant
Sex				
Facilities	2.713	0.101	Accepted	Not Significant
Learning Materials	1.668	0.198	Accepted	Not Significant
Services	0.523	0.470	Accepted	Not Significant
Civil Status				
Facilities	1.863	0.157	Accepted	Not Significant
Learning Materials	0.801	0.450	Accepted	Not Significant
Services	0.506	0.603	Accepted	Not Significant
Educational Attainment				
Facilities	0.327	0.860	Accepted	Not Significant
Learning Materials	0.001	1.000	Accepted	Not Significant
Services	0.936	0.443	Accepted	Not Significant
Length of Service				
Facilities	0.322	0.81	Accepted	Not Significant
Learning Materials	1.178	0.319	Accepted	Not Significant
Services	0.277	0.842	Accepted	Not Significant
Position Title				
Facilities	1.026	0.394	Accepted	Not Significant
Learning Materials	0.786	0.535	Accepted	Not Significant
Services	0.800	0.526	Accepted	Not Significant
In-service Trainings Attended				
Facilities	0.478	0.752	Accepted	Not Significant
Learning Materials	1.082	0.366	Accepted	Not Significant

Services	0.863	0.487	Accepted	Not Significant
Frequency of Library Use				
Facilities	0.843	0.471	Accepted	Not Significant
Learning Materials	1.818	0.144	Accepted	Not Significant
Services	0.651	0.583	Accepted	Not Significant

Table 4.2 below presents the result of the F-test on the significant difference between the perceptions of the two groups of respondents on the extent of utilization of library resources in public elementary schools with respect to the different aspects in terms of their profile

The table shows that for all aspects (facilities, learning materials, and services) and across all profile variables (age, sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, parents' occupation, and frequency of library use), the p-values are greater than the significance level (usually 0.05). Therefore, the null hypothesis (Ho) is accepted for all cases, indicating that there is no significant difference between the perceptions of the two groups of respondents on the extent of utilization of library resources in terms of their profile. The findings suggest that the perceptions of pupils on the extent of utilization of library resources are consistent across different demographic and socio-economic characteristics. This means that pupils utilize library resources, regardless of their individual characteristics. Findings imply that pupils' utilization of library resources enhances academic performance, critical thinking, and research skills by providing access to a variety of credible information. This utilization is influenced by factors like the availability and accessibility of resources, including computers, online databases, and physical books. Effective library resource utilization requires users to be aware of the services offered and is often supported by helpful library staff and collaborative learning spaces. This conforms with the discussion of Galagala., (2024) that student satisfaction is essential for developing an engaging and active library environment that promotes usage and shapes a favorable view of the institution.

Table 4.2: Result of the F-Test on the Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Utilization of Library Resources in Public Elementary Schools with Respect to the Different Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Facilities	0.259	0.772	Accepted	Not Significant
Learning Materials	0.752	0.472	Accepted	Not Significant
Services	0.814	0.444	Accepted	Not Significant
Sex				
Facilities	0.155	0.695	Accepted	Not Significant
Learning Materials	0.051	0.821	Accepted	Not Significant
Services	1.696	0.194	Accepted	Not Significant
Sibling Position				
Facilities	0.454	0.454	Accepted	Not Significant
Learning Materials	0.771	0.545	Accepted	Not Significant
Services	1.417	0.228	Accepted	Not Significant
Number of Children in the Family				
Facilities	2.072	0.104	Accepted	Not Significant
Learning Materials	2.034	0.109	Accepted	Not Significant
Services	1.021	0.384	Accepted	Not Significant
Monthly Family Income				
Facilities	0.615	0.606	Accepted	Not Significant
Learning Materials	0.425	0.735	Accepted	Not Significant
Services	1.821	0.143	Accepted	Not Significant
Parents' Educational Attainment				
Facilities	1.191	0.315	Accepted	Not Significant
Learning Materials	1.315	0.264	Accepted	Not Significant
Services	0.908	0.460	Accepted	Not Significant
Parents' Occupation				
Facilities	0.828	0.479	Accepted	Not Significant
Learning Materials	0.192	0.902	Accepted	Not Significant

Services	0.119	0.949	Accepted	Not Significant
Frequency of Library Use				
Facilities	0.167	0.919	Accepted	Not Significant
Learning Materials	1.250	0.292	Accepted	Not Significant
Services	0.250	0.862	Accepted	Not Significant

4. Conclusion & Recommendations

The study concludes that teachers and pupils demonstrate a generally similar extent of utilization of library resources, particularly in terms of facilities and learning materials. However, a significant difference exists in their perceptions regarding certain aspects of utilization, indicating variations in how services are experienced or valued. Furthermore, the extent of library resource utilization among both teachers and pupils does not significantly differ when grouped according to their respective demographic profiles. This suggests that factors such as age, sex, educational attainment, family background, and professional characteristics do not substantially influence how library resources are utilized in the selected public elementary schools.

In light of these findings, it is recommended that school administrators and teachers intensify efforts to encourage greater library use among pupils and promote awareness of available resources and services. Libraries should be continuously improved through upgraded facilities, updated learning materials, and enhanced services to better meet the needs of users. The implementation of the proposed action plan is likewise encouraged to strengthen library operations and utilization. Moreover, future researchers may explore additional variables and contexts to further expand understanding of library resource utilization in basic education settings.

Compliance with ethical standards

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