
Library Services Utilization and Teacher Education Students 'academic Performance in Selected State Universities in Region III, Philippines

¹ Camia A. Lasig and ²Leila M. Collantes

¹Graduate Student, CLSU, Science City of Munoz, Nueva Ecija, Philippines

²Faculty, College of Education, CLSU, Science City of Munoz, Nueva Ecija, Philippines

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Abstract

This study primarily determined the utilization of various library services by teacher education students and their academic performance. The study covered the libraries of Central Luzon State University and Tarlac State University during the second semester of academic year 2018–2019. A survey questionnaire was utilized in gathering the needed data. Statistical analysis employed the use of the following: frequency counts, percentages, mean, standard deviation, Pearson r, and multiple linear regression.

The majority of the teacher education students were found to have a very good grade point average from the previous semester. The father's highest educational attainment showed a strong positive correlation with academic performance. On the contrary, the mother's occupation and monthly family income had weak to moderate negative correlations. *The perceived usefulness of using the library into the academic works by teacher education students revealed a moderate positive correlation.* Library satisfaction was found to have a moderate positive correlation with students' academic performance. *Father's* educational attainment, utilization, and satisfaction with library services were found to be positive predictors of *students'* academic performance. However, the mother's occupation and monthly family income seemed *not* variable predictors of students' academic performance in the context of library utilization.

Keywords: Socio-demographic profile, Library utilization, Library services satisfaction, Students academic performance.

1. Introduction

Library utilization entails the effective use of the vital services provided by the library. A library that is not being utilized is as good as dead, as it cannot justify its existence (Onanuga, Ilori, & Ogunwande 2017). The functionality of library services could be achieved if students use them correctly. As a result, services have no value to them until they are used. It is expected for an academic library to be well equipped to make provision for quality services that will substantiate its presence as an essential component of any high-profile academic institution. Hiscock (1986) maintained that in order to justify its existence, the academic

library needed to demonstrate a positive link between its use and the educational performance of undergraduates.

This means that the library's whole service model must be centered on how well it meets and fulfills the information needs of its patrons.

Consequently, satisfaction is a personal level of experience that would mean users are pleased with the library services, with personnel attitudes, and with the library environment in fulfilling their desires and expectations. Students are interested in acquiring the necessary learning relevant to the course they take. The practical and maximum utilization of library services identified and acquired by a user is for the purpose of solving a problem or achieving a set goal. Access to information resources services, for instance, is efficient if the library provides relevant, useful, and accurate information that can help users answer their queries. Accessibility of library resources means the ease of locating and retrieving a piece of information from the storage medium (Akobundu, 2008).

Students must obtain high-quality information resources or materials in order to do original research and apply what they have learned in order to graduate as professionals who will be tomorrow's leaders. As a result, libraries are required to provide such services, which, if effectively utilized by students, will result in enhanced academic performance. Being unable to use library information resources may cause disappointment and frustration.

The pursuit of developing programs of library service is chiefly to facilitate access to them by users. Research on undergraduate information-seeking behavior revealed that most students do not use the library effectively (Tella, 2009). The online revolution has made lots of information so accessible that students no longer see the benefits of using library resources and services viz-a-viz those of other information providers (Wilcox & Chia, 2013). The central role of the library in the academic environment thereby compels librarians to learn new skills to effectively make librarians compete for the attention of the intended users.

As a result, an academic library is an essential component of any academic institution. Its mission is to meet its clients' information needs, particularly educational resources for students that can help them advance in their academic discipline. Libraries must have facilities and equipment in order to provide better services and accommodate a variety of activities.

The three main functions of a library have traditionally been to collect, preserve, and make them available to users. Academic libraries, on the other hand, are concerned not only with the acquisition of various resources, but also with the upgrading of facilities and services to meet the increasing demand of this era, in which the introduction of Google and widespread use of social networking are becoming integral parts of information seeking activity. This corresponds to an increase in information production and the development of more sophisticated information communication technologies (ICTs), as well as changes in educational philosophy and practice, such as a greater emphasis on learning outcomes and evidence-based practice. These changes are accompanied by a call for accountability on the part of the library as an indispensable component of an institution that contributes to the educational quality and effectiveness of the institution.

Since universities are investing a huge sum in the innovation and upgrading of services, there must be an impact on the academic performance of the students, which will be a great contribution towards attaining institutional goals. Several studies have claimed that

library usage affects educational performance in a positive way. Undergraduates attending research universities with greater academic library resources posted higher self-reported gains in critical thinking (Whitmire, 2002). Library usage varies between academic schools and there are often pedagogic reasons for low usage, but it would appear that in some subjects, students who read more books achieve better grades (Goodall and Pattern 2010).

Students at an institution with adequate library services learn more and perform better on standardized tests than students in schools with under-resourced libraries. Hence, the availability of resources from libraries is an indispensable requisite in students' learning. Subsequently, students' usage of these services is a critical indicator of the significance of library services (e.g., Lance, 2002; Fasola, 2015).

As a result, the purpose of this study was to determine whether university libraries in state universities provide adequate services that are successfully utilized by teacher education students. Furthermore, the relationship between the use of various library services and the academic performance of teacher education students was investigated. Investigating this scenario was deemed necessary in order to determine whether academic libraries play their full role in supporting student learning.

2. Materials and Methods

This study was founded on Bruner's (1970) Constructivist Learning Theory, which provided a solid theoretical framework for this research. Constructivists emphasize the significance of understanding how knowledge is constructed in order for students to become aware of the influences that shape their thinking. The constructivist approach is defined by putting the students' own efforts at the center of the educational process. The researcher expects to highlight the critical role of the academic library as a learning support, emphasizing the meaningful services that contribute to how the student can construct understandings and cultivate skills relevant to the research problem to be elucidated.

The respondents of the study were the selected fourth-year undergraduate teacher education students at Central Luzon State University and Tarlac State University who were enrolled and were library users. There were 25 respondents chosen from each university, for a total of 50. The abovementioned universities were chosen as representatives for being Center of Excellence and Center of Development in teacher education programs in Region 3, respectively.

This study used a descriptive-correlational design to integrate its different components in a coherent and logical way. A descriptive method is used when the researcher's concern is to understand the nature, characteristics, components, or aspects of a situation or phenomenon (Garcia and Reganit, 2010). This method was used to describe the socio-demographic characteristics of the students, their library utilization and satisfaction with various library services and teacher education students' academic performance. Correlational design explores the relationship between sets of variables using statistical analyses. This was used to examine the relationships between socio-demographic profile of the students and their GPA, library utilization and their GPA, and students' satisfaction and teacher education. Their academic performance was also examined.

The study gathered data through a survey questionnaire. Part I was about the socio-demographic profile. Part II detailed about library services utilization. Part III, determined library service satisfaction, Part IV identified the grade point average of the students, and Part V solicited suggestions for library innovations and improvement.

Descriptive and inferential statistics were employed.

The frequency count, percentage, and standard deviation were used in describing the socio-demographic information of the teacher education students and to determine the frequency of library visits and hours spent on using the library and reading. For library materials used, activities students were engaged in when visiting the library and the significance of library utilization.

Pearson-r was used to determine the relationship between the socio-demographic profile of teacher education students, library service utilization, and library service satisfaction, and academic performance.

Multiple regression was used to find out which of the independent variables predicted academic performance.

Statistical analysis was undertaken using the Statistical Package for Social Sciences (SPSS) with a 0.05 level of significance.

Independent Variables

Dependent Variable

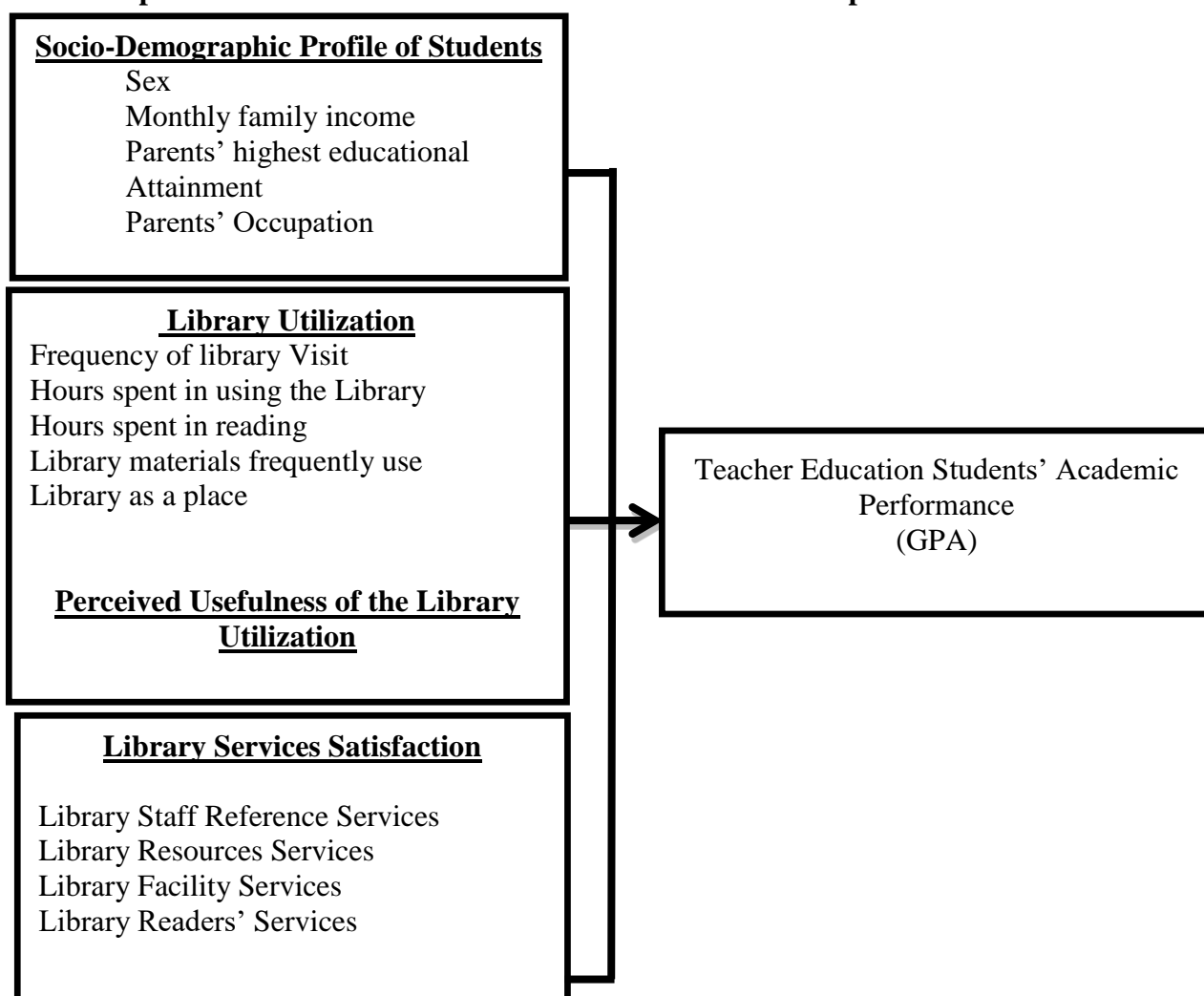


Figure 1. The Conceptual Framework showing the relationship of independent and dependent variables

3. Results and Discussion

Socio-demographic profile of the students

Table 1 presents the socio- demographic profile of the teacher education students which include sex, parents' highest educational attainment, parents' occupation and monthly family income.

Table 1. Socio-demographic of teacher education students

RESPONDENTS' SOCIO-DEMOGRAPHIC PROFILE	FREQUENCY n = 50	PERCENTAGE
Sex		
Male	12	24
Female	38	76
Highest Educational Attainment		
Father		
Elementary Graduate	11	22
High School Graduate	31	62
Bachelor's Degree	7	14
Master's Degree	1	2
Mother		
Elementary Graduate	4	8
High School Graduate	29	58
Bachelor's Degree	15	30
Master's Degree	2	4
Parent's Occupation		
Father		
Professional	8	16
Nonprofessional	27	54
No Work	15	30
Mother		
Professional	13	26
Nonprofessional	20	40
No Work	17	34
Monthly Family Income		
10,000 and below	25	50
10,001 – 20,000	18	36
20,001 – 30,000	3	6
30,001 and above	4	8

The majority, or 76 percent, of the respondents were females, and there were only 24 percent of males. Based on the current total enrolment of teacher education students in the

two state universities, enrolled male education students are outnumbered by female education students. As regards parents' highest educational attainment, more than half of the fathers (62%) were high school graduates, the same as the mothers (58%). As for the parents' occupation, more than half (54%) of their fathers were classified as having non-professional jobs, and 40 percent of the mothers also had non-professional jobs. In terms of monthly family income, it ranged from 10,001 to 20,000. It can be observed that educational attainment affects one's occupation and family income.

Library Utilization of Teacher Education Students

Table 2.1 shows the frequency of library visit, time spent in the library and time spent reading in the library.

Table 2.1 Library Utilization in terms of Library Visit, Hours spent in the library and Hours spent reading.

RESPONDENTS' LIBRARY UTILIZATION	FREQUENCY n = 50	PERCENTAGE
Visiting the Library		
Once per semester	0	0
Monthly	4	8
Weekly	15	30
Several times per week	24	48
Daily	4	8
Several times a day	3	6
Hours spent in the library per week		
1-3 hours	23	46
4-6 hours	25	50
7-9 hours	2	4
10 hours above	0	0
Hours spent Reading in the Library per week		
1-3 hours	46	92
4-6 hours	3	6
7-9 hours	1	2
10 hours above	0	0

Visiting the library

Almost half of teacher education students, or 48 percent, visited the library several times per week, while only 6 percent visited the library several times per day. This indicated that students did not visit the library most of the time because fourth-year education students

had a full class schedule, though some did manage to visit the library in their spare time for academic-related work. This finding is congruent with that of Jiao and Onwuegbuzie (1997) that when summing up the prevalence of university library usage, found that students visited the library at a mean rate of 2.6 times a week. This likely indicated that the course assignments often required at least moderate use of the library.

However, a finding of this study was contrary to the findings of Onanuga et al. (2017). In his study on library service utilization, undergraduate students at Osun State University revealed that 36 percent of them used the library monthly, while 31.1 percent used the library occasionally, and 18 percent used the library weekly. The researchers further stated the implication of the study that the majority of the undergraduate students used the library on a monthly, occasionally and weekly basis. This may be due to the fact that the majority of the respondents have other sources of satisfying their information needs. Also, students may be busy attending lectures during the library hours. Hence, the time available for their studies might not be sufficient as it is competing with their other activities.

Using the library

In terms of the number of hours spent by teacher education students using various library services, it was discovered that 50% of them spent four to six hours per week, while 0% or none of them used the library for more than ten hours. This means that teacher education students spent less time using the library's services. This indicated that not all of the library services provided were necessary for the students. This finding is similar to that of Aernyi and Odeh (2017) in their studies on the influence of library facilities on students' academic achievement in Nigerian colleges of education, where it was revealed that library utilization was low, with a mean of 2.15. According to research on undergraduate information-seeking behavior, most students do not use the library effectively. They exhibited poor information-seeking behaviors.

Another study confirmed this finding. Nwezeh & Shabi (2011) examined the use of academic libraries in Nigeria. It was found out that the proportion of hours spent increased with years of study. Older students spent more hours in the library. Although most of the students spent one to four hours daily in the library, the survey showed that much of the time was spent reading their own books, lecture notes, magazines and the dailies.

Reading in the library

The majority of teacher education students, or 92 percent, spent one to three hours per week reading in the library, but none spent more than ten hours. The result may suggest that the teacher education students rarely read books or any other reading materials in the library. Based on the researcher's observations, more students were reading in the library during the examination period. Most of them were reading their own books and reviewing materials. This implied that students read to perform better in their examinations and chose the library as a place to study where they could focus because of the comfortable environment. This is in line with the study of Adogbeji (2007), wherein he found that nearly two-thirds (61.5%) of postgraduate students were motivated to study and read primarily because of the desire for

knowledge and skills, and they studied mainly to pass their examinations and tests. However, Thiagarajah (1999) had different results, which revealed that while many students preferred spending as much as three to five hours per week reading, the breakdown of the responses indicated that 69.8 percent of them spent this amount of time on literary works. Shokeen (2005) said that it is the duty of parents and librarians to promote a love for reading among students. However, all parties concerned—parents, teachers, and librarians—should work together to infuse a habit of reading in children at a young age when the mind is most impressionable.

Table 2.2 reveals that the rating of the teacher education students in their library utilization of materials and library as a place resulted in a pooled mean of 3.00, interpreted as sometimes and standard deviation of 1.24, showing that there was no wide dispersion among students' utilization.

Table 2.2 Library utilization in terms of Library materials used and Library as a place

PARAMETERS	MEAN	SD	DESCRIPTION
Materials used in the library	2.82	1.24	Sometimes
Books	3.92	1.07	Often
Magazines	2.50	1.09	Sometimes
Newspaper	2.66	1.21	Sometimes
Journals	2.46	1.34	Rarely
Pamphlets/Clippings	2.28	1.07	Rarely
Fiction books	2.76	1.27	Sometimes
Subscribe Online Resources	3.06	1.36	Sometimes
Thesis	3.26	1.31	Sometimes
Multimedia Materials	3.10	1.39	Sometimes
Subscribed Databases	2.32	1.25	Rarely
School Publication	2.66	1.29	Sometimes
Library as a Place	3.13	1.25	Sometimes
Individual study	3.90	1.13	Often
Consultation to librarian	2.32	1.27	Rarely
Group study	4.16	0.77	Often
Checkout or return library material	2.46	1.43	Rarely
Do research for course assignment	4.02	1.17	Often
Read books for leisure	3.10	1.18	Sometimes
Use library computers, printers, scanners	3.02	1.38	Sometimes
Use own laptops	3.40	1.51	Sometimes
Use own books	2.82	1.40	Sometimes
Photocopy	2.70	1.37	Sometimes
Browse internet for academic purposes	3.58	1.16	Often
Connect to Wifi	1.98	1.24	Rarely
Socialize	3.18	1.22	Sometimes
Sleep	3.14	1.23	Sometimes
Listen to music	3.20	1.14	Sometimes
Use comfort room	3.14	1.36	Sometimes
Pooled Mean	3.00	1.24	Sometimes

Legend: 1.00 – 1.80 Never
1.81 – 2.60 Rarely

2.61 – 3.40	Sometimes
3.41 – 4.20	Often
4.21 – 5.00	Very often

Materials frequently used in the library

The data clearly revealed that the materials frequently used by the teacher education students had a pooled mean of 2.82, interpreted as sometimes. This implies that the usage of materials by teacher education students was on average. Nonetheless, on the per item analysis, books appeared to be often (=3.92) used by the teacher education students when visiting the library. This finding suggests that books are considered the primary source of information to acquire knowledge and deeper understanding.

This is in agreement with the finding of Nwezeh (2010) that all types of publications were used, though to varying degrees. More than half of the undergraduate students sourced information from books. Additionally, The *Online Computer Library Center (OCLC) Perception of Libraries* (2010) reported that the library brand was still "books." However, among the library materials, pamphlets were found to be the least used and had a mean score of 2.28, rated as rarely. This indicated a lesser utilization since more of its contents were not relevant to teacher education courses. Pamphlets were collected as supplementary materials but were considered ephemeral materials and eventually weeded out when they became out-of-date.

Library as a place

Activities engaged in in the library by teacher education students provided essential information to the management on which areas of services needed to be improved. The overall pooled mean of 3.13 was observed with a description of sometimes. However, for the specific activities engaged in the library by the teacher education students, they often did group study (= 4.16), do research for course assignments (= 4.02), individual study (= 3.90), and browsed the internet for academic purposes (= 3.58). Connecting to Wifi (= 1.98) has rarely been carried out.

The findings corresponded with Kim (2017) in his study, which suggested that the library is a preferred place to study and spend time on campus. It was found that the frequent activities in the library included individual study, reading, computer use, finding information, group study, using reference and information services, and meeting and socializing. The concept of "the library as a place" that supports students' academic and social integration is an important one. Library spaces have evolved from quiet reading rooms to study spaces designed for a variety of activities that may or may not include the use of library materials. Researchers have also embraced computers to browse the internet for academic purposes. However, connecting to wifi has rarely been done. Though access to wireless internet connectivity in the library is free, the monthly feedback survey indicates complaints from the library users about the slow performance of wifi connectivity or that sometimes the wifi

connection does not work at all. To respond to their needs, the library management must increase its local access point and report the problem to the internet service provider from time to time to address connection issues.

Usefulness of Library Utilization to the Teacher Education Students Academic Works

Table 2.3 shows how teacher education students perceive the usefulness of library utilization for academic work. It can be discerned from the table that the pooled mean of 3.62 was computed, which was described as "strongly agree" and with a standard deviation of 0.51, showing a little dispersion of the students' ratings.

Table 2.3 Usefulness of Library Utilization towards Students' Academic Works

PARAMETERS	MEAN	SD	DESCRIPTION
1. The library helps me stay abreast of developments in my field(s) of interest	3.56	0.58	Strongly Agree
2. The library aids my advancement in my academic discipline	3.48	0.54	Strongly Agree
3. The library enables me to be more efficient in my academic pursuits	3.58	0.54	Strongly Agree
4. The library helps me distinguish between trustworthy and untrustworthy information.	3.52	0.50	Strongly Agree
5. The library provides me with the information skills I need in my studies	3.60	0.57	Strongly Agree
6. The library is a place for study, learning and research	3.68	0.47	Strongly Agree

Table 2.3 continued...

7. The library provides materials /reference for my field of study	3.66	0.48	Strongly Agree
8. The library helps students who cannot afford to buy books required in their studies	3.72	0.45	Strongly Agree
9. The library broadens my knowledge	3.66	0.48	Strongly Agree
10. The library helps me find answers to my assignment	3.66	0.48	Strongly Agree
11. The library helps me improve my research work	3.68	0.47	Strongly Agree
Pooled Mean	3.62	0.51	Strongly Agree

Legend	1.00 – 1.75	Strongly Disagree
	1.76 – 2.50	Disagree
	2.51 – 3.25	Agree
	3.26 – 4.00	Strongly Agree

Teacher education students strongly agreed that the "library helps students who cannot afford to buy books required in their studies" which acquired the highest mean score of 3.72.

This was followed by "The library is a place for study, learning, and research" with a mean of 3.68 and "The library helps me improve my research work" with a mean of 3.68." The library aids my advancement in my academic discipline had the lowest mean of 3.48, which nevertheless was still rated as strongly agree.

It was strongly agreed that library utilization is beneficial for teacher education students to improve their academic outcomes. The finding also indicated that academic libraries offer countless learning opportunities that can fuel economic development. Students cannot afford to buy every book they need access to for their studies. As a result, they rely on the services of a library. When users regard the library as the ultimate solution to their information needs, they will invariably hold it in high regard and make conscious efforts to take advantage of available library services. The positive image that students form of the library in their minds acts as a binding force that draws them back as users time and time again.

The study's findings are consistent with Demski's (2011) claim that the library can provide them with computers and some learning materials. Not all students can afford computers or other technology, and not all families can afford to provide this technology for their children. The university library's services have now been expanded. They provide free computer access to electronic resources and databases, study rooms for discussion and individual study, and maker space, particularly for teacher education students working on visual aids.

The role of the academic library is critical to learning because it provides the fundamentals of learning, provides information that can improve people's lives, encourages students to study, learn, and achieve better results, and gives students the confidence to look for information on their own at various levels.

Students' Satisfaction on the Different Library Services

Table 3 presents the computed mean with corresponding description for the different items of various library services, such as library staff reference services, library resources services, library facility services, and library readers' services. The grand mean was 3.25 and was described as satisfied, with a standard deviation of 0.69, which showed a small variation in respondents' ratings. This indicated that the teacher education students were satisfied with the overall services of the library.

Table 3. Students' Library Satisfaction on the various library services

PARAMETERS	MEAN	SD	DESCRIPTION
A. Library Staff Reference Services	3.49	0.53	Very Satisfied
1. Approachable	3.58	0.50	Very Satisfied
2. Promptness to answer queries	3.38	0.53	Very Satisfied
3. Knowledgeable in library services	3.50	0.51	Very Satisfied
4. Ready to give assistance to locate the materials need by the clients	3.56	0.54	Very Satisfied
5. Can provide suggestions to clients about available	3.50	0.51	Very Satisfied

materials

6. Readiness to provide service to meet client's needs.	3.44	0.61	Very Satisfied
7. Familiarity with the library resources	3.56	0.50	Very Satisfied
8. Willingness in answering clientele's questions	3.46	0.61	Very Satisfied
9. Being pleasing, courteous, polite, compassionate and resourceful.	3.56	0.50	Very Satisfied
10. Capability to cater to the needs of the clients.	3.38	0.49	Very Satisfied

Table 3 continued...

B. Library Resources Services	3.19	0.71	Satisfied
1. Books	3.56	0.54	Very Satisfied
2. Theses	3.46	0.65	Very Satisfied
3. Clippings	3.24	0.62	Satisfied
4. Journals	3.34	0.63	Very Satisfied
5. Pamphlets	3.14	0.76	Satisfied
6. Magazines	3.30	0.68	Very Satisfied
7. Government Publications	3.10	0.76	Satisfied
8. Newspapers	3.22	0.68	Satisfied
9. Multi- Media Materials	2.88	0.85	Satisfied
10. Maps	2.94	0.84	Satisfied
11. Globes	3.04	0.78	Satisfied
12. Electronic resources	3.08	0.70	Satisfied
C. Library Facility Services	3.25	0.81	Satisfied
1. Library Building	3.42	0.76	Very Satisfied
2. Location of the library	3.42	0.67	Very Satisfied
3. Access for Patrons with Disabilities	3.42	0.73	Very Satisfied
4. Chairs and Tables	3.34	0.77	Very Satisfied
5. Signs & Directional Aids	3.34	0.77	Very Satisfied
6. Movable Shelves	3.20	0.78	Satisfied
7. Individual Study Space /Carrels	3.32	0.79	Very Satisfied
8. Cabinets	3.38	0.73	Very Satisfied
9. Air-conditioning System	3.42	0.81	Very Satisfied
10. Lightings	3.40	0.67	Very Satisfied
11. Ventilation	2.82	0.67	Satisfied
12. Photocopying/printing facilities	3.16	1.06	Satisfied
13. On-line Public Access Catalog (OPAC) computers	3.42	0.87	Very Satisfied
14. Library Entrance and Exit	3.18	0.78	Very Satisfied
15. Multi-media Room	3.18	0.85	Very Satisfied
16. Viewing rooms	3.14	0.85	Very Satisfied
17. Discussion Rooms	3.12	0.88	Very Satisfied
18. Computers	2.98	0.87	Very Satisfied
19. Security system	3.10	1.04	Very Satisfied
20. Quiet Area	2.14	0.81	Dissatisfied

D. Library Reader's Services	3.20	0.58	Satisfied
1. Library Hours: 7:00 a.m. – 6:00 p.m.	3.38	0.57	Very Satisfied
2. Library is open from Monday to Saturday	3.58	0.54	Very Satisfied
3. Library is open from Monday to Friday only	2.72	0.76	Satisfied
4. Basic Library Orientation	3.36	0.53	Very Satisfied
5. Lending of library materials	3.34	0.52	Very Satisfied
6. Renewing of library materials	3.30	0.54	Very Satisfied
7. Returning of Library Materials	3.38	0.53	Very Satisfied
8. Practice of Open-Shelf System	3.26	0.49	Very Satisfied
9. DIY Printing services	3.20	0.49	Satisfied
10. Issuance of referral letter	3.16	0.51	Satisfied
11. Computer Internet searching	3.24	0.66	Satisfied
12. Wifi connection	2.46	0.89	Dissatisfied
Pooled Mean	3.25	0.69	Satisfied

Library Staff Reference Services

Legend	1.00 – 1.75	Very Dissatisfied	2.51 – 3.25	Satisfied
	1.76 – 2.50	Dissatisfied	3.26 – 4.00	Very Satisfied

The overall pooled mean of 3.49 was computed for the Reference services and was described as very satisfied. The teacher education students were very satisfied when the library staff are approachable (=3.58), which got the highest mean. This proved that approachability and showing a good attitude towards library users can result in increased user satisfaction

Library Resources Services

Teacher education students were satisfied with the library resources services, which attained a pooled mean score of 3.19. On the adequacy of the provision of resources, they were very satisfied with the books (=3.56). It showed that the number of books and their content likely met the needed information in doing the research and assignments. Book collections for teacher education programs were adequate.

Library Facility Services

The overall pooled mean score for library facility services was 3.25, interpreted as satisfied. On the items for library facilities, teacher education students were very satisfied of library building, location of the library, access for patrons with disabilities, and the availability of computer terminals for Online Public Access Catalog which all got the highest mean of 3.42. This depicted that the University library building is strategically located and accessible to teacher education students and equipped with good facilities. They were, however, dissatisfied with the quiet area, with a mean of 2.14 because there were times when other students' noise levels could be heard in the designated quiet area. Students who chose to study quietly found themselves distracted and unable to concentrate

Library Readers' Services

For the readers' services, the pooled mean was 3.20, described as satisfied. The teacher education students were very satisfied with the library schedule wherein the library is open from Monday to Saturday (=3.58), Library Hours 7:00 a.m.–6:00 p.m. (=3.38), and the Returning of Library Materials (=3.38). This implied that the teacher education students were given enough time to utilize the library during their vacant hours and on Saturdays, when most of them had no class schedule. Meanwhile, the return of borrowed materials is faster and more convenient than before because the circulation section is already automated. Return receipts are also available upon request. Conversely, teacher education students were dissatisfied with Wifi connectivity (=2.46). Poor connectivity in the library was observed by most library users.

The Academic Performance of the Selected Teacher Education Students

Table 4 presents the academic performance of teacher education students based on their GPA for the previous semester.

Table 4. Academic Performance of the Respondents

GRADE	FREQUENCY n = 50	PERCENTAGE	DESCRIPTION
1.00 – 1.50	8	16	Excellent
1.75 – 2.00	32	64	Very Good
2.25 – 2.50	9	18	Good
2.75	0	0	Fair
3.00	1	2	Passing

The data disclosed that frequent users (64%) obtained a very good grade point average during the previous semester. On the other hand, only two percent of the respondents had a passing grade point average. These high-achieving, low-income students chose to go to academic institutions where academic excellence is offered, and the libraries of these institutions provide a richer library environment in terms of reading materials and facilities that could enrich students' learning.

Relationship between the teacher education students' socio-demographic characteristics and their academic performance.

Table 5 shows that a father's highest educational attainment ($r = 0.863, p < 0.05$) had a strong positive correlation with academic performance, indicating that children with better academic achievement have fathers with good academic backgrounds.

Table 5. Relationship between Respondents' Socio-demographic Characteristics and their Academic Performance

SOCIO-DEMOGRAPHIC CHARACTERISTICS	ACADEMIC PERFORMANCE	
	r	p-value
Sex	0.331	0.287
Father's Highest Educational Attainment	0.863*	0.032
Mother's Highest Educational Attainment	0.027	0.370
Father's Occupation	-0.499	0.182
Mother's Occupation	-0.215*	0.042
Monthly Family Income	-0.465*	0.030

Legend: ** highly significant at $p < 0.05$

Other research suggests that a father's educational attainment has a direct impact on his children. Oh-Hwang (1994) discovered a significant relationship between fathers' educational attainment levels and intelligence and achievement scores in American and Korean samples. Other significant findings included the fact that fathers with higher educational levels had children who were more intelligent and achievers.

Mother's occupation ($r=-0.215$, $p=0.05$) and monthly family income ($r=-0.465$, $p=0.05$) had weak and moderate negative correlations, respectively. This meant that students with unemployed mothers and low monthly incomes were more likely to be motivated to improve their academic performance. A full-time mother may be aware of her child's educational needs and actively participates in school activities. Lesser income may also be a motivating factor for teacher education students to persevere in order to achieve a better life. According to Bredtmann et al. (2009), the number of mothers returning to work after childbirth in Western Germany was low. German policies are well-known for facilitating traditional gender roles, i.e., women primarily serving as mothers and housewives, while men are viewed as "breadwinners" (Trappe and Rosenfeld, 2000). Filipinos have traditionally observed this scenario. Thus, mothers' interactions with their children may be more frequent than fathers', and thus more important for aspects of children's subjective well-being related to their daily lives, such as school issues.

Relationship between teacher education students' library utilization and their academic performance.

Table 6 shows that the perceived usefulness of using the library ($r = 0.598$, $p < 0.05$) had a moderate positive correlation with academic performance.

Table 6. Relationship between Respondents' Library Utilization and their Academic Performance

PARAMETERS	ACADEMIC PERFORMANCE	
	r	p-value
Visiting the Library	0.079	0.432
Using the Library	0.239	0.077
Reading in the Library	0.256	0.080
Materials Used in the Library	-0.035	0.730
Library as a Place	-0.045	0.659
Usefulness of Using the Library	0.598*	0.026

Legend: * significant at $p < 0.05$

This finding implies that teacher education students who perceive the library as useful in their academic work tend to get higher academic performance. They utilized the library services because they knew that it would help them comply with their academic requirements, thus improving their academic outcomes. Arua and Chinaka (2011) and Gwang (2011) agreed that the library plays an unquantifiable role in achieving school success and that the success of the school depends partly on a well-established library in the school premises. It was found that students utilized the library because they perceived its importance in developing students academically. Thus, the library plays a vital role in the pursuit of academic excellence in school.

Relationship between teacher education students' library satisfaction and their academic performance

Table 7 shows that library utilization ($r=0.589$, $p < 0.05$) had moderate positive correlation with academic performance. It means that higher satisfaction of the student to the library staff services would most likely lead to better academic performance.

Table 7. Relationship between Respondents' Library Satisfaction and their Academic Performance

PARAMETERS	ACADEMIC PERFORMANCE	
	r	p-value
Library Staff Reference Services	0.589*	0.032
Library Resources Services	0.401	0.054
Library Facility Services	0.311	0.063
Library Readers' Services	-0.111	0.078

Legend: * significant at $p < 0.05$

Haycock (1995) presented a useful overview of the evidence that linked school libraries and student achievement. One of which demonstrated that: in schools with good

libraries and the good services of a school librarian, students performed significantly better on tests for basic research skills; students performed significantly better in reading comprehension and in their ability to express effectively ideas in relation to their reading; more reading may occur when there is a school library; and the guidance of a librarian appeared to exert a significant influence on student achievement in interdisciplinary studies. The reference service consists of professional and personal assistance to individual library users in pursuit of information. It is generally believed that the principal purpose of a reference service is to provide the resources needed by library users.

The Independent variables that predict academic performance

Table 8 presents the multiple regression analysis that determined the predictors of teacher education students' academic performance. Preliminary assumption testing was conducted to check on normality, linearity, multicollinearity, and homoscedasticity with no serious violations noted. Analysis was performed at a 0.05 significance level. The result showed that the model is significant, $R^2 = 0.387$, Multiple R = .698, $F_{(5,44)} = 13.72$, $p < 0.05$.

Table 8. Multiple Linear Regression Analysis for the following Independent Variables and Students Academic Performance

PREDICTORS	Unstandardized		Standardized		t - value	p - value
	Coefficients		Coefficients			
	B	Std. Error	Beta			
Father's Educ'l Attainment	.371	.155	.218		1.201*	.049
Mother's Occupation	.023	.144	-.060		-.575	.567
Monthly Family Income	.165	.135	.437		1.544	.128
Library Utilization	.111	.105	-.192		1.027*	.031
Library Satisfaction	.239	.130	-.138		.933*	.050

Note: Multiple R = .698 $R^2 = .387$ $F_{(5,44)} = 13.72$ $p = .003$

Legend: * = significant ($p < 0.05$)

The father's educational attainment was found to be a positive predictor, $\beta = 0.371$, $t = 1.201$, $p < 0.05$, indicating that the higher the degree finished by the father, the higher the academic performance of the respondent. Similarly, library utilization ($\beta = 0.111$, $t = 1.027$, $p < 0.05$) and satisfaction ($\beta = 0.239$, $t = 0.93$, $p < 0.05$) predicted the academic performance of the respondents. Higher library utilization and satisfaction leaned towards higher academic performance. However, the mother's occupation and monthly family income seemed to be variable predictors of students' academic performance in the context of library utilization.

These findings indicated that 38.70 percent of the variability of students' academic performance could be explained by the predictors of the study. The other 61.30 percent could be explained by the other factors not included in the present study. The null hypothesis stating that "the independent variables do predict the academic performance of the students" is therefore accepted.

Findings from this study concurred with the salient findings of Kot and Jones (2014) that the library had an impact on the academic performance of first time and full-time undergraduate students at Georgia State University. Using library resources was positively related to first term GPA. Regardless of the threshold values used to define library resource utilization, the gain in first term GPA appeared to be meaningful, albeit small. Access to the availability of materials will no doubt encourage teaching and learning, provide a good atmosphere for the learning process, and elevate the students' academic achievement.

4. Conclusion and Recommendations

Based on the results of the study, the following conclusions were drawn:

1. The majority of the respondents who were enrolled in teacher education courses and were utilizing the library were females (76%). More than half their parents (58%) were high school graduates. More than half (54%) of their fathers and 40% of their mothers worked in non-professional occupations. In terms of monthly family income, it was found to be within the poverty line.
2. The teacher education students visited the library several times a week and spent four to six hours a week utilizing the library's services. They also spent only one to three hours per week reading inside the library. As for the frequency of materials used in the library, teacher education students used them sometimes, but on the per item analysis, books appeared to be often used by the teacher education students when visiting the library, while pamphlets were rarely used. But the study further found that other library resources were not being fully used. Likewise, teacher education students utilized the library primarily as a place for study. They strongly agreed on library utilization usefulness to their academic works.
3. The various library services, such as library staff reference services, library resources services, library facility services, and library readers services, satisfied the needs of the teacher education students. But they were dissatisfied with the internet connectivity.
4. Frequent users of the library were found to have very good GPAs during the previous semester.
5. Father's highest educational attainment established strong positive correlation with academic performance indicating that children with better academic achievement have educated fathers. On the contrary, the mother's occupation and monthly family income showed weak and moderate negative correlations. This implied that students with unemployed mothers and with minimal monthly income were likely motivated to have better academic performance.

6. A moderate positive correlation was found between the perceived usefulness of the library in academic works. This implied that students who perceived the library as a useful place to study tended to get higher academic performance.
7. Library satisfaction revealed a moderate positive correlation with students' academic performance. This implied that the higher the satisfaction of the students with the library staff services, the higher their academic performance.
8. Father's educational attainment, utilization, and satisfaction with library services were found to be positive predictors of their academic performance.
9. Additional computers to access electronic resources, increasing digital access to primary source materials, adding a coffee section, functional and aesthetic improvement to library study spaces, extending library hours one week before and during examination week, quiet areas and discussion rooms, a simplified library website, and increasing library services were the suggestions given by the respondents to better improve the functionality of the two libraries.

Based on the findings and conclusions of this study, the following are recommended:

1. The library can attract students to frequent visits and maximize library services by updating its collection and adding new technologies and electronic resources. This would encourage occasional users to become regular users of the library. The faculty may also help create interest and motivate students to read by reinforcing the value of reading and, thus, requiring them to utilize the print and non-print resources available in the library.
2. Although teacher education students were satisfied with the library services, the services need to be evaluated on a regular basis to expand various services according to students' requirements and comply with emerging library trends. Teaching personnel and library staff should collaborate to ensure that library print resources, along with electronic resources, are appropriately used by the students.
3. The University Library should also collaborate with the IT unit to enhance the Wi-Fi network performance so the library can provide effective wireless communication for student learning and research, and ultimately give students access to its electronic resources.

Suggestions for library innovations and improvement may be considered:

1. Add more computers to access electronic resources. Procurement of additional computers could increase the utilization of databases and electronic resources.
2. Increase digital access to primary source materials to accommodate all types of users without geographical barriers.
3. Add a coffee section and have functional and aesthetic improvements to the library's study spaces.
4. Extend library hours one week before and during examination week.
5. Provide quiet areas, discussion rooms, and a simplified library website to increase library services.

6. A comparative study on the utilization of the physical library and the internet as sources of information for different courses in both private and public institutions may be undertaken.

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