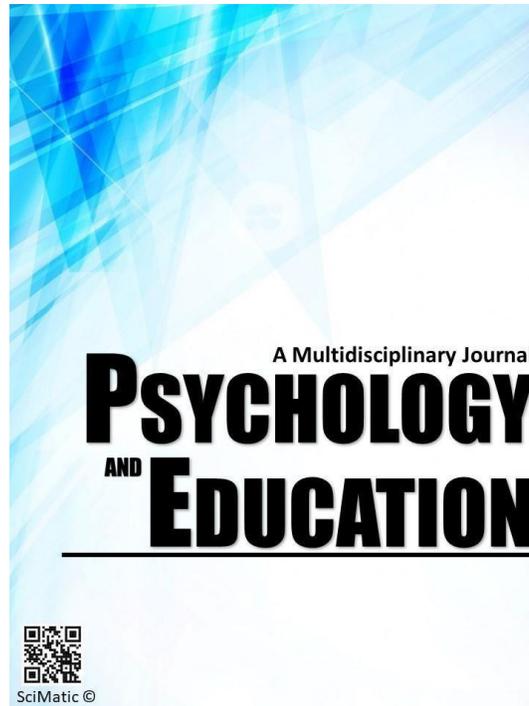


**LIBRARY RESOURCES UTILIZATION AND  
STUDENTS' SATISFACTION ON STAFF SERVICES:  
IMPACT TO THE CRITICAL THINKING OF THE  
HIGHER EDUCATION STUDENTS**



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## Library Resources Utilization and Students' Satisfaction on Staff Services: Impact to the Critical Thinking of the Higher Education Students

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### Abstract

Higher Education students have to equip themselves with critical thinking to become globally prepared for employment. This study was conducted to evaluate the library resources utilization of the participants; assess the service quality of the library staff; and find out if the said variables can significantly predict the library users' critical thinking. The study utilized the descriptive-correlation type of research design. There were a total of 384 college students who participated in this study, and they were selected through a random sampling method. Survey questionnaires were used in this study purposely to gather the required data. Results of the data analysis revealed that the participants have high levels of utilization of the library resources as well as in their satisfaction with the work ethics performed by the librarians in the exercise of their duties and obligations. Results of the beta coefficient of the regression analysis revealed that students' library resources utilization and satisfaction of staff services rendered do not significantly predict the students' critical thinking.

**Keywords:** Customer Satisfaction, Critical Thinking, Higher Education Institution, Library Utilization, Descriptive Correlation

### Introduction

Today's modern technologies are being used at the library purposely to attract the students of its library resources. In the world today, academic libraries with various learning resources play a big in the enhancement of the critical thinking ability of the students. Library provides the information needed by the students to answer their assignments, research questions, problem exercises, and even advanced information. With globalization, students need to acquire more relevant information from library resources to become globally competitive.

During the institutional accreditation, the library is one of the ten areas that will be evaluated by the accreditors. This academic activity is required to maintain the University status of the institution. There are published articles that discussed the rationale and functions of the libraries in developing the critical thinking ability of college students.

Schmid (2006) in a Journal publication, pointed out that the school library has the responsibility of supporting the students in their research works and community involvement. Despite these library online references which can easily be accessed through the internet, academic libraries remain relevant in the selection, acquisition, provision, and evaluation of

scholarly made resources as well as creating an environment that supports students' learning and research functions (Christianson, 2005; Shelburne, 2009).

To sustain global competition, universities and colleges in the world continue to upgrade their library learning resources. This trend is precise to assist the library users with the resources that they need for the improvement of their critical thinking ability. Thus lots of studies have been carried out to find out if the use of academic libraries has direct effects on college students (Alharbi, 2012; Emmons and Wilkinson, 2011).

In the interaction between the students and the library personnel, library utilization became an interesting topic to research. Fransen (2013) in his study on the utilization of library resources by university students, found out those students who have a higher level of library resources utilization have demonstrated improvement in their critical thinking.

The internet sources of the library, such as electronic books, electronic journals, electronic encyclopedia, PROQUEST, Yahoo, Google, and social media, the school library is no longer the only venue to do research. One way to entice students to use the library learning resources requires the library staff to perform its role. As mentioned by Abubakar and Hassan (2018); Hoover and Thomas (2013) that previous and current researchers revealed that the preference and

use of electronic books and online learning materials by the students had increased significantly. As Ellis (2006) wrote that library personnel has a significant role to play in instruction for they are to assist library users, especially college students to enhance their critical thinking by reading updated print library resources like books.

Liceo de Cagayan University library is one of the libraries in northern Mindanao with a big volume of printed resources like books, journals, newspapers, encyclopedias, reviewers, and clippings. Moreover, the library provides to its users electronic resources like the internet, social media, school automation, electronic books, and PROQUEST.

For students to be satisfied, library resources have to be updated continuously in accordance with the needs of the students. Though library staff is receiving information and feedback from its customers through its survey conducted, there are only a few studies conducted. In this relation, this study was conducted to find out whether library resources utilization and customer satisfaction can predict students' critical thinking.

#### Research Questions

This study was conducted to determine the extent of the library resources utilization of the college students and to find out their level of contentment on the performance of the librarians. Specifically, the study sought to answer the following questions:

1. What is the extent of utilization of the library resources of the students?
2. How satisfied are the students with the performance of the library staff?
3. What is the level of the critical thinking ability of the students?
4. What variable best predicts the critical thinking of the students?

### Literature Review

Expectation Confirmation Theory (ECT) designed by Dabolk (2000) is employed as the framework of this study. This theory proposes that library resources and staff services relate to the critical thinking of library users. If library users have utilized library resources and they are satisfied with the services provided by staff, this would significantly affect their critical thinking. Below are discussions of the variables used in this study.

#### Library Resources Utilization

Academic libraries aimed to provide relevant learning resources to students. However, due to increasing economic expenses, costs, and budget cuts implemented by the academic institutions, academic libraries may encounter financial challenges in the purchase of the updated resources needed by the students (Kingma and McClure, 2015).

The study conducted by Soria (2013) found out that some students prefer to use the printed library resources more often rather than the electronic library resources since it has plenty of unreliable information posted by unknown sources.

Another study conducted at the Nigerian university has found out that digital materials, electronic journals, electronic books, online databases, electronic library materials, print resources are the library resources highly utilized, and explored by the students (Ferdinand, 2015; Liu, 2006).

On the other side, school libraries and licensed professional databases present precise, scholarly-reviewed articles and materials to library clients that can be obtained from a variety of references. Professional institutions provide the opportunity to electronic libraries and peer-reviewed databases to their students that are pertinent and contain accurate information (Schmidt, 2006).

The study conducted by Igun and Adogbeji (2007) on African college students, concluded that students used the academic library for knowledge updates. Since the academic libraries played an essential role in the student's critical thinking development, Olofinsawe and Oyeniyi (2010) made suggestions that colleges and universities should build a strong library with a collection of information resources in physical and digital formats to cater the library users.

#### Library Staff Services

Library staff assigned to deal with the student-users need to serve its users with positive characteristics like politeness, respect for the users, respect, and humility. Furthermore, the staff needs to assist the users in retrieving and locating the library resources, to save time and costs (Sampath, 2010). For Babu (2012) and Waitaka (2013), library staff has to guide the library users on how to access the e-libraries and licensed scholarly databases since these are examples of resources that users have encountered difficulty. The two are in agreement that the library staff also has to remind the users to be conscious of selecting the web

sources since not all information is accurate, consistent, and free of biases.

Meanwhile, Mashi (2012) opined that library staff has to encourage its library users in using the library resources since studies have found out that library resources use to have a positive detrimental impact to students' academic success. Ayub, Hamid and Nawawi (2014) on the one hand recommended that school library personnel has to inform its customers that online internet references alone should never be enough for research and academic undertakings of the students, considering that the most practical option for library users is always the university's libraries materials and references.

According to Adeniran (2014), the library staff has to make sure those library resources and staff services such as the Internet will always be available for use by the users. He added that library staff has to be technically skilled and knowledgeable about various library resources that will be availed by the students such as text, pictures, videos, library website, social media sites, video-sharing, YouTube, databases, electronic references, and more.

Awana (2007) on his part noted that the friendly dealings and accommodations of librarians, effectiveness and voluntarism attitude of staff in molding the users as well as the information the staff provides to the user exhausting the avenues to find an answer to a question from the users contributed to users' library satisfaction.

Moreover, Kumar (2008) on his part pointed out that part of the staff services are tasked with guiding the users about the library learning resources both print and electronic have a significant impact on how students enhance their critical thinking and life skills.

### Critical Thinking

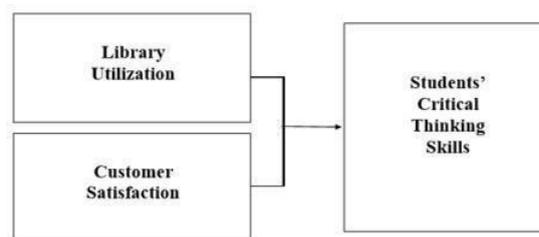
Butler (2012) pointed out that schools have to ensure that their academic library contains learning resources that can be used by the students to enhance their critical abilities for it is one of the standards that are needed now in the work stations and it is also required by the employers to its job applicants.

Because of the critical thinking that every college students need to acquire, it has received priority attention from school officials and curriculum makers in college and has been integrated as one of the core learning outcomes for college students (AAC&U, 2011).

In support of this, the study conducted by Casner-Lotto and Barrington (2006) and OECD (2012) have found out that among the employers who took part in a study more than 92 percent identified critical thinking as the number skill they are looking for from the job applicants.

Meanwhile, the study of Halpern (2010) has found out that many of the academic libraries used by the students right now contain various learning resources be it print or electronic aimed at providing students the information they need for the improvement of their critical thinking skills. He added that progressive institutions present access to online professional libraries and professional databases that are designed to result in increased critical thinking potentials of library users. Also, Ellis (2006) reported that the current research on academic libraries has pointed out that academic library resources have contributed to the increased critical thinking ability of library users. Also, Adeniran (2014) pointed out that library utilization can significantly increase the critical thinking of the students.

From the information stated above, the researcher conceptualized that the critical thinking ability of the college students can be influenced by the library resources utilization of the students.



**Figure 1.** Schema of the study showing the relationship of the independent and dependent variables

### Methodology

This survey research used a descriptive-correlational research design. The data used in this study were collected through the use of adapted survey questionnaires. The questionnaires contain items that determine the critical capabilities of the learners, library materials utilization, and staff services satisfaction. A total of 348 students from the various colleges of the University enrolled during the summer of the school year 2018-2019 were employed as the participants. The study adopted the purposive sampling technique in the selection of the said participants. Mean, standard deviation, correlation, and



linear regression were computed and analyzed using the SPSS.

## Result

This study was conducted to determine the extent of the library resources utilization of the college students and to find out their level of contentment on the performance of the librarians.

**Problem 1.** What is the extent of utilization of the library resources of the students?

**Table 1.** Mean scores on the level of Utilization of the library resources of the students

Library Resources	Mean	SD	Descriptive Rating
1. Card Catalog that is used for searching the books	3.66	.938	Highly Utilized
2. Follet Destiny that is used for searching the books	3.58	.886	Highly Utilized
3. Printed Professional Journals	3.78	.850	Highly Utilized
4. Daily Newspapers	3.76	.909	Highly Utilized
5. Magazines	3.72	.972	Highly Utilized
6. Electronic Journals such as PROQUEST	3.89	.875	Highly Utilized
7. Electronic Books such as GVRL and World Tech	3.78	.903	Highly Utilized
8. Clippings	3.61	.862	Highly Utilized
9. Government Publications, etc.	3.74	.855	Highly Utilized
10. Theses/Dissertations Publications	3.89	.861	Highly Utilized
11. Audio-visual materials	3.97	.876	Highly Utilized
12. Literature Search Through Internet Connection	3.86	.943	Highly Utilized
13. New Books and Audio-Visual Materials	3.84	.890	Highly Utilized
14. Borrowing Books	3.99	.883	Highly Utilized
15. Film Viewing Room	4.01	.901	Highly Utilized
16. Photocopying Machine	3.97	.980	Highly Utilized
17. Reservation of Audio-Visual Materials & Equipment	3.89	.845	Highly Utilized
18. Discussion Room	4.00	.873	Highly Utilized
19. Book Reviewers	3.89	.941	Highly Utilized
20. Computer Units	3.78	1.00	Highly Utilized
Over-all	3.83	0.92	Highly Utilized

Table 1 shows the mean scores on the level of library resources utilization among the college participants. As depicted in the table, the top library resources that were highly utilized by the participants include a film viewing room (4.01), discussion room (4.0), borrowing books (3.99), photocopying machine (3.97), and audio-visual materials (3.97). On the other hand, the library resources with lower mean scores include Follet Destiny which is used for searching the books (3.58), clippings (3.61), Card Catalog that is used for searching the books (3.66), Magazines (3.72), and daily newspapers (3.76). The overall mean is 3.83, which indicates that the participants have a higher degree of usage of the library materials. This finding supports the claim of Shrestha (2008) in a study that many students have the personal desire, interest, and motivation to use the various library resources for their benefit. It also confirms that the university library aimed to support students' desire for learning and the enhancement of critical thinking potentials. Furthermore, this finding provided supporting evidence to the claim that the current academic libraries right now are highly used by the students to improve their understanding and critical thinking

ability (Onifade, Ogbuiyi, and Omeluzor, 2013).

**Problem 2.** How satisfied are the students with the performance of the library staff?

**Table 2.** Mean Distribution on the level of Customer Service Satisfaction among the Participants

Customer Service	Mean	SD	Descriptive Rating
1. Library staff treat me fairly and without discrimination	3.97	.880	Highly Satisfied
2. Library staff are professional in their dealings with me	3.99	.857	Highly Satisfied
3. Library staff are friendly	3.85	.929	Highly Satisfied
4. Library staff take an interest in me and my needs	3.75	.866	Highly Satisfied
5. Library staff give my enquiries appropriate time	3.80	.880	Highly Satisfied
6. Library staff provide accurate answers	3.84	.864	Highly Satisfied
7. Library staff provide quality service	3.93	.841	Highly Satisfied
8. Library staff respond clearly and accurate to enquiries	3.94	.846	Highly Satisfied
9. Library staff do what they say they will do	3.83	.903	Highly Satisfied
10. Library staff respond in a timely manner	3.83	.882	Highly Satisfied
11. Library staff are difficult to approach	3.47	1.04	Fairly Satisfied
Over-all	3.84	0.89	Highly Satisfied

Table 2 shows the mean scores on the level of customer satisfaction on the services rendered by the library personnel. As depicted in the table, the participants are highly satisfied in item 2 “Librarians are professional in their handlings with me” (3.99), followed by item 1 “Librarians treat me justly and without prejudice” (3.97), and item 8 “Librarians respond clearly and accurate to inquiries” (3.94). On the other hand, the participants have lower mean in item 11 “Librarians are difficult to approach” (3.47), item 4 “Library staff takes an interest in me and my needs” (3.75), and item 5 “Library workers give my inquiries appropriate time and focus”(3.80). The total mean is 3.84, which implies that the library users are satisfied with the performance of the librarians. This finding supports the claim of Tiefel (2004), who pointed out that students who are using the academic library are often satisfied with services rendered by the librarians. It also attested to the research finding of Chiou (2008) that the majority of the library users have higher approval on the services provided by the librarians to its customers. Finally, the finding supports the claim of Awana (2007) that the librarians have a friendly disposition to the students, are efficient in their work assignments, and are more than willing to assist the students.

**Problem 3.** What is the level of the critical thinking ability of the students?

**Table 3.** Mean Distribution of the level of Critical Thinking of the students



Research Article

Indicators	Mean	SD	Descriptive Rating	Qualitative Interpretation
1. Lessen a new task by actually doing it.	3.84	.760	Mostly	High
2. Learn best by being directly involved in what I'm doing.	3.87	.731	Mostly	High
3. Like to learn new things.	4.05	.776	Mostly	High
4. Complete tasks that I start.	3.93	.777	Mostly	High
5. Finish tasks that I start.	3.98	.831	Mostly	High
6. Demonstrate knowledge and skills in basic computer operation and other information	3.86	.790	Mostly	High
7. Understand and effectively use the internet and network applications and resources.	3.90	.818	Mostly	High
8. Demonstrate knowledge and skills in information and data management.	3.86	.779	Mostly	High
9. Like to eat while I am concentrating.	3.74	.974	Mostly	High
10. Study more effectively if I could eat while I'm studying.	3.69	1.01	Mostly	High
11. Often read in dim light.	3.45	1.08	Rarely	Moderate
12. Prefer cool temperatures when I am studying.	4.10	.850	Mostly	High
13. Prefer a cool environment when I try to study.	4.16	.806	Mostly	High
Over-all	3.88	.84	Mostly	High

Table 3 presents the mean scores for the critical thinking of the participants. As shown in the table, the participants have a higher mean in item 13 “Prefer a cool environment when I try to study” (4.16), item 12 “Prefer cool temperatures when I am studying” (4.10), and item 3 “Like to learn new things” (4.05). On the other hand, the participants have a lower mean in item 11 “Often read in dim light” (3.45), item 10 “Study more effectively if I could eat while I am studying” ( 3. 69), and item 9 “Like to eat while I am concentrating” (3.74). The overall mean, however, is 3.88, which indicates that the participants have a higher degree of critical thinking. This finding supports the claim of Halpern (2011) that students who used the academic library in their school have higher critical thinking which is essential in making a judgment, reflection, analysis, synthesis, and attention to context. The finding also agrees with the claim that students can improve their critical thinking skills by engaging themselves with library resources at the school library (AAC&U, 2011). Moreover, the finding conforms to the finding of Casner-Lotto and Barrington (2006) that critical thinking can be improved when students are consistently using library resources.

Problem 4. What variable best predicts the critical thinking of the students?

**Table 4.** Results of Regression Analysis between Critical Thinking Skills and the Predictor Variables

Variables	Unstandardized Coefficients B	Standardized Coefficients Beta	t	P-value	Interpretation
Constant	3.88		17.3	0.000	Significant
Utilization	-0.05	-0.05	0.78	0.33	Not Significant
Satisfaction	0.036	0.044	-0.97	0.43	Not Significant

R=0.059 R<sup>2</sup>=0.004  
Adjusted R<sup>2</sup> =-0.002  
F-value =0.612  
Sig. (F) =0.543

Table 4 shows the results of the regression analysis

between the level of critical thinking and the predictor variables, namely the library resources utilization and the student's satisfaction with the services rendered by the library staff. As depicted in the table, the respective p-values of 0.33 for library utilization and 0.43 for customer satisfaction are above 0.05, which indicates that the independent variables do not predict the critical thinking of the participants. This finding does not support the claim that library resources can significantly influence the way students construct their critical thinking skills (Gunn, 2012). It did not also support the research finding that the library resources utilization has a direct influence on the critical thinking of the students (Adogbeji, 2007). On the other hand, this finding conforms to the research finding that students' academic library uses do not have a great significant impact on developing the critical thinking of undergraduate students (Whitemire, 2008).

### Discussion

### Conclusion

Based on the findings of this study, conclusions have been formulated that the participants of this study who are university college students from various degree programs have a high level of library resources utilization, personal satisfaction with the services rendered by the library staff, and critical thinking. Results of the regression analysis meanwhile showed that there is no significant relationship between critical thinking and the library resources utilization and the students' satisfaction with the services rendered by the library staff. Moreover, the probability values indicate that the independent variables used in this study are not significant predictors of critical thinking. Based on the conclusions, the researcher came up with the following recommendations. The library staff and administrator may intensify its campaign, informing the students about the availability of the newly acquired library resources. The library director of the University may consider conducting professional training and orientations to library staff on the proper handling and dealing of the library users, especially college students. Another related study may be conducted covering a bigger sample size of college students across the university.

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