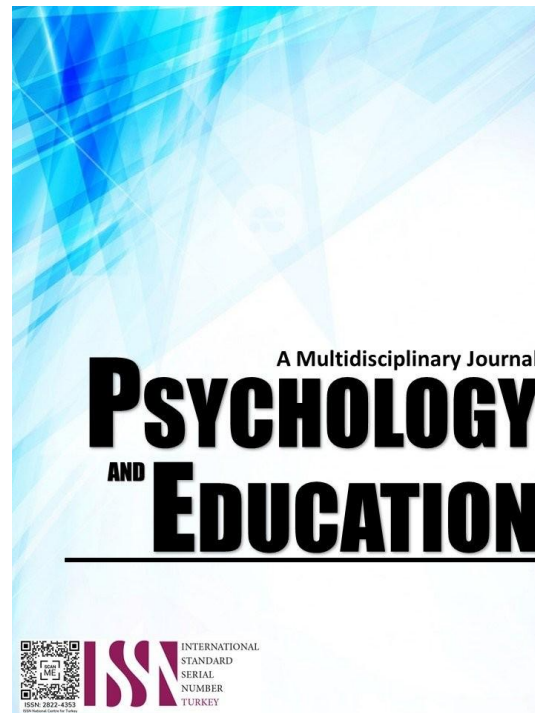


**LIBRARY RESOURCES UTILIZATION, CUSTOMER SERVICE
SATISFACTION, AND ACADEMIC PERFORMANCE
OF STUDENTS IN A PHILIPPINE HIGHER
EDUCATION INSTITUTION**



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Library Resources Utilization, Customer Service Satisfaction, and Academic Performance of Students in a Philippine Higher Education Institution

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Abstract

The library provides relevant and meaningful information to students and serves as the nursery of information. With the advent of technology, student library usage has reduced significantly over time. This study, which utilized descriptive-correlational and causal-comparative research designs, was conducted to ascertain the important roles of academic library resources and staff on the academic learning of the students. The proportionate stratified sampling technique rendered a total sample of 142 third-year college students. An adapted survey questionnaire was used to collect the required data and the GPA for the students' academic performance. Test of validity and reliability rendered a Cronbach's alpha value of 0.917 for the library resources utilization and 0.921 for the students' satisfaction with the services of library staff. Findings revealed that the participants used the library resources extensively and were extremely pleased with the services of the library staff. The participants obtained above-average levels of academic performance. Regression analysis confirmed that library resource utilization and customer service satisfaction significantly predict academic performance.

Keywords: *academic performance, library resources, library staff, internet, multiple regression*

Introduction

School is a place where learning takes place, and an effective and updated academic library is essential to support this process. With the advancement of technology, libraries are now designed to bring information services directly to users, enhancing their academic experience. However, the lack of access to adequate resources, outdated materials, and undertrained staff can negatively impact students' academic performance. Libraries have long been referred to as the "brain of the university" because of their vital role in supporting the academic life of students.

In today's academic climate, libraries are increasingly expected to demonstrate their relevance and contribution to institutional outcomes. Universities are now being measured and evaluated based on their educational performance, and the academic library is no exception. Libraries are being challenged to illustrate how their services and resources contribute to measurable outcomes such as student learning and achievement (Stemmer & Mahan, 2016).

Previously, students relied solely on physical visits to access library resources. Today, however, library collections risk becoming outdated if not regularly updated, potentially reducing their relevance to modern teaching and learning practices. A well-equipped and accessible library promotes improved reading, writing, comprehension, and critical thinking skills. The library also helps support the curriculum by keeping students and teachers informed on the latest academic developments (Fakomogbon, Bada, & Omiola, 2012).

Moreover, the consistent use of library services has been linked to stronger academic habits among students. The library not only supplements classroom instruction but also encourages independent learning. Adeyemi (2010) emphasized that students' academic development improves with continuous library use. Likewise, Rashida (2017) highlighted the library's evolving role as a digital information hub, contributing to equity in access and learning outcomes regardless of students' backgrounds.

In addition, library professionals play a key role in facilitating access to information through various services, ensuring interconnectivity with national and global information networks. These services enhance the overall quality and utility of library resources available both physically and online. Student academic performance remains a primary indicator of educational quality and institutional success. It reflects the effectiveness of the academic environment and contributes to a nation's social and economic development. Multiple factors may affect academic outcomes, but access to learning resources, such as those provided by a functioning academic library, is among the most critical.

Lastly, it has been found that the effective delivery of library services cannot be accomplished without the availability of the appropriate personnel. For such a reason, training practitioners who would understand the challenges faced by library users and most importantly, library information tools should be appropriate, up-to-date, and in a variety of formats, such as print, non-print, and digital, in order to achieve good academic performance, is important for the library in the country. Taken together, these studies suggest that both the availability of library resources and the quality of staff interactions contribute to academic engagement. However, few have examined how these factors jointly influence measurable academic outcomes, particularly in the Philippine context. This study addresses that gap by exploring their predictive value on student performance.

Research Questions

The main purpose of the study was to determine third-year college students' academic performance and also their use of academic

library materials and the quality of services offered by library staff. This research determined the answers to the following questions:

1. What is the level of library resource utilization of the third-year college students of Liceo de Cagayan University?
2. What is the level of customer service satisfaction of the participants with the services rendered by the library staff?
3. What is the level of academic achievement of the participants during the first semester of the S.Y. 2019-2020?
4. Is there a significant relationship between the students' academic performance, the level of library resources utilization, and the students' satisfaction with the services rendered by the library staff?
5. Which of the variables can predict students' academic performance?

Literature Review

Library resources utilization

Library resources utilization pertains to the active use of library materials such as books, magazines, newspapers, clippings, and audio-visual content, which play a crucial role in supporting teaching, learning, and research activities in academic institutions. In the context of the present study on third-year college students of Liceo de Cagayan University, such utilization is vital in promoting academic engagement and performance. Kot et al. (2014) emphasized that a small but meaningful increase in first-term GPA was associated with the use of library resources, even after controlling for other variables. This finding suggests that students benefit academically when they frequently utilize the available library materials. Furthermore, they stressed that libraries must maintain a strong and responsive relationship with their users by providing accessible and relevant resources. This aspect directly supports the goal of this research in examining how resource availability influences student outcomes.

Library Services Rendered by Library Staff

Equally important is the role of library staff in delivering effective services to users. Eng and Stadler (2015) investigated whether library services influence student retention more significantly than financial expenditures and professional staffing. Their findings revealed a negative association between total library and staff salary expenditures and student retention, suggesting that financial investments alone do not guarantee improved academic outcomes or student persistence. Instead, they posited that personalized library training could be more impactful in helping students remain engaged in their education. This insight aligns with the current study's focus on customer service satisfaction, as it implies that the quality of interaction and guidance provided by library personnel may play a more significant role in shaping students' academic experiences and satisfaction than mere budgetary allocations.

Academic Performance

The connection between academic performance and library use is further substantiated by Allison (2015), who found that undergraduate students with above-average GPAs used library resources more frequently than those with lower GPAs. A clear correlation was observed between higher library usage and improved academic outcomes over two years, indicating that consistent engagement with library materials contributes to better scholastic achievement. Additionally, students who revisited and checked out the same materials more than once within a year demonstrated a sustained pattern of academic inquiry and learning motivation. These findings reinforce the rationale behind this study, which aims to assess whether library resource utilization and satisfaction with library services are significant predictors of academic performance among third-year college students.

Methodology

Research Design

The study used a descriptive-correlational and causal-comparative research design using a survey method for data collection. The chosen design justified the use of Pearson correlation and multiple regression analysis to determine the relationships among the variables. Survey questionnaires were administered to gather data on the library resources utilization of third-year college students at Liceo de Cagayan University. In addition, a documentary analysis was conducted to assess the students' academic performance during the first semester of Academic Year 2019–2020.

Respondents

The participants of the study were third-year college students from the various colleges of Liceo de Cagayan University who were enrolled during the second semester of Academic Year 2019–2020. A total of 150 students were initially selected using proportionate stratified sampling, but only 142 completed the survey and met the inclusion criteria for analysis.

Instrument

The researcher used an adapted survey questionnaire from the university library to gather the necessary data. The questionnaire utilized a 5-point Likert scale and consisted of 20 statements related to library resource utilization and 11 statements focused on students' satisfaction with the services rendered by the library staff.



Procedure

The Library Resources Utilization Scale was used to measure the extent to which third-year students utilized the library resources. A higher mean score indicated a greater degree of utilization, with 5.00 representing "Very Highly Utilized" and 1.00 representing "Not Utilized."

The Customer Service Satisfaction scale was applied to assess the students' satisfaction with the services rendered by the library staff. Responses were interpreted according to the mean score, where higher values signified stronger satisfaction and lower values indicated dissatisfaction with the customer service provided.

Data Analysis

The researcher prepared a formal letter addressed to the President of Liceo de Cagayan University and the Vice President for Research, Publications, and Extension to request permission to conduct the study. The letter was duly signed by the researcher, the thesis adviser, and the Dean of the School of Graduate Studies. Upon approval, the researcher sent follow-up letters to the respective deans of the various colleges to seek permission to administer the questionnaires to their third-year students.

The data collected through the survey were processed and analyzed using appropriate computer software. In addition, the Grade Point Averages (GPA) of the participating students were obtained from the University Registrar's Office for the purpose of assessing academic performance.

Ethical Considerations

This study strictly adhered to ethical standards in conducting research involving participants. Prior to data collection, the researcher secured approval from the appropriate university authorities, including the Vice President for Research, Publications, and Extension, and the respective college deans. All participants were informed of the purpose and scope of the study, and their participation was entirely voluntary. An informed consent form was provided, ensuring that respondents understood their rights, including the right to withdraw from the study at any time without any penalty. Confidentiality and anonymity were maintained throughout the research process. No identifying information was collected or disclosed. The data obtained were used solely for academic purposes and were stored securely to prevent unauthorized access. Furthermore, the students' GPAs were obtained with proper authorization from the University Registrar's Office, ensuring that all procedures complied with institutional privacy policies.

Results and Discussion

This section deals with the presentation, analysis, and interpretation of the data gathered from the participants.

What is the level of library resource utilization of the participants?

Table 1. *Level of library resources utilization of the participants.*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Description</i>	<i>Interpretation</i>
1. Card Catalog that is used for searching the books	3.74	.992	Agree	High
2. Follet Destiny that is used for searching the books	3.68	.861	Agree	High
3. Printed Professional Journals	4.00	.850	Agree	High
4. Daily Newspapers	3.76	.986	Agree	High
5. Magazines	3.79	.964	Agree	High
6. Electronic Journals such as PROQUEST	4.09	.832	Agree	High
7. Electronic Books such as GVRL and World Tech	3.89	.831	Agree	High
8. Clippings	3.66	.752	Agree	High
9. Government Publications, etc.	3.83	.813	Agree	High
10. Theses/Dissertations Publications	4.04	.832	Agree	High
11. Audio-visual materials	3.76	.914	Agree	High
12. Literature Search Through Internet Connection	3.88	.985	Agree	High
13. New Books and Audio-Visual Materials	3.85	.895	Agree	High
14. Borrowing Books	4.12	.832	Agree	High
15. Film Viewing Room	3.93	1.01	Agree	High
16. Photocopying Machine	3.96	1.13	Agree	High
17. Reservation of Audio-Visual Materials & Equipment	3.81	.880	Agree	High
18. Discussion Room	3.94	.994	Agree	High
19. Book Reviewers	3.88	.933	Agree	High
20. Computer Units	3.77	1.01	Agree	High
Overall Mean	3.86	0.91	Agree	High

Table 1 presents the level of library resource utilization of the participants. The highest rated resource was "Borrowing Books" (M = 4.12), indicating that this service was most commonly used. This was followed closely by "Electronic Journals such as PROQUEST" (M = 4.09) and "Theses/Dissertations Publications" (M = 4.04). Meanwhile, "Clippings" received the lowest mean rating (M = 3.66), though it still falls under the "High" utilization category. Overall, the data show that the library resources were highly utilized, with an



overall mean of 3.86.

What is the level of customer service satisfaction of the participants with the services rendered by the library staff?

Table 2. The level of customer service satisfaction of the participants with the services rendered by the library staff.

Indicators	Mean	SD	Verbal Description	Interpretation
1. Library staff treat me fairly and without discrimination	4.14	.830	Agree	High
2. Library staff are professional in their dealings with me	4.16	.740	Agree	High
3. Library staff are friendly	3.91	.871	Agree	High
4. Library staff take an interest in me and my needs	3.72	.851	Agree	High
5. Library staff give my enquiries appropriate time and attention	3.84	.819	Agree	High
6. Library staff provide accurate answers	3.83	.872	Agree	High
7. Library staff provide quality service	3.98	.802	Agree	High
8. Library staff respond clearly and accurate to enquiries	3.95	.810	Agree	High
9. Library staff do what they say they will do	3.95	.765	Agree	High
10. Library staff respond in a timely manner	3.92	.822	Agree	High
11. Library staff are difficult to approach	3.17	1.19	Agree	High
Overall Mean	3.87	0.85	Agree	High

Table 2 presents the level of customer service satisfaction among participants. The highest-rated indicator was “Library staff are professional in their dealings with me” (M = 4.16), followed by “Library staff treats me fairly and without discrimination” (M = 4.14). On the other hand, “Library staff are difficult to approach” received the lowest mean score (M = 3.17), which might indicate some level of hesitation or perceived unapproachability despite still falling under the "High" satisfaction category. The overall mean score of 3.87 suggests that participants were generally highly satisfied with the customer service provided by the library staff.

What is the level of academic performance of the participants during the first semester of the school year 2019-2020?

Table 3. Level of academic performance of the participants during the first semester of the school year 2019-2020.

Variable	N	Minimum	Maximum	Mean	SD
GPA	142	70	94	87	0.48

Table 3 presents the level of academic performance of the participants during the first semester of the school year 2019-2020. As reflected in the table, the minimum general percentage average obtained by the participants is 70%, while the highest is 94%. The overall mean is 87%. This implies that the participants have academic performance interpreted as above average.

Is there a significant relationship between the students’ academic performance and the level of library resource utilization?

Table 4. Pearson's r correlation analysis was used to determine the significant relationship between the students’ academic performance, the level of library resource utilization, and students’ satisfaction.

Dependent Variable	N	R	Sig. (P-value)	Interpretation
Library Resources Utilization	142	0.45	0.006	Significant
Students’ Satisfaction	142	0.50	0.020	Significant

* Correlation is significant at the 0.05 level (2-tailed).

Table 4 presents the Pearson r correlation analysis for the significant relationship between the students’ academic performance and the level of library resource utilization. As shown in the table, the P-value of library resources utilization (0.006 < 0.05) and students’ satisfaction (0.020 < 0.05) are less than the significance level of 0.05, which can be interpreted as there was a significant relationship between the academic performance and these two variables. The data imply further that the academic performance of the participants has a direct association with their level of library resource utilization and satisfaction with the services rendered by the library staff. While correlation analysis revealed significant associations, regression analysis confirmed that both variables are significant predictors of academic performance.

Which of the independent variables can predict the academic performance of the participants?

Table 5. Summary of Multiple Regression Analyses for Variables Predicting Students’ Academic Performance in College.

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Interpretation
	B	Std. Error	Beta			
Constant	2.033	0.362		5.62	0.000	
Library Utilization	0.65	0.071	0.450	1.01	0.009	Significant
Customer Satisfaction	0.22	0.064	0.312	3.46	0.030	Significant
R=0.29	R2=0.210		Adjusted R2 = 0.240	F=1.60		Sig. 0.024

Table 5 presents the Summary of Multiple Regression Analyses for Variables Predicting Students’ Academic Performance. The R-value of 0.29 indicates a weak positive correlation between the academic performance and the independent variables. The R2 value of 0.21 indicates that the independent variables explain 21% of the variability of the academic performance. Meanwhile, the P-value of 0.024 implies that there is a significant relationship between academic performance and the independent variables in general. Moreover,

the regression output above shows that the independent variables, namely library resources utilization ($0.009 < 0.05$) and customer satisfaction ($0.030 < 0.05$), are statistically significant because their P-values are less than the significance level of 0.05. This means that the said variables significantly predicted the academic performance of the students. Based on the values of B coefficients, the regression equation of the study is $Y = 2.033 + 0.65 + 0.22$. This means that for a unit increase in library resources utilization, there is a corresponding increase of 0.65 in academic performance. For a unit increase in customer satisfaction, there is a corresponding increase of 0.22 in academic performance.

The results of the study revealed that the third-year college students of Liceo de Cagayan University exhibited a high level of library resource utilization and a high degree of satisfaction with library services. Their academic performance was generally above average. Furthermore, correlation analysis showed a significant positive relationship between academic performance and both library utilization and customer service satisfaction. Regression analysis confirmed that these two variables were significant predictors of academic success. These findings emphasize the vital role of library usage and service quality in supporting student academic outcomes. Unlike Eng and Stadler (2015), who found limited impact of staffing expenditures on student retention, this study shows that perceived service quality significantly predicts academic performance. This suggests that student-centered service delivery may be more impactful than financial investment alone.

Conclusions

It can be concluded that the third-year college students of Liceo de Cagayan University have highly utilized the library resources of the University to support their academic activities and course requirements. The students also expressed a high level of satisfaction with the services and assistance rendered by the library staff, indicating that the personnel effectively meet the informational and support needs of library users. Moreover, the participants demonstrated commendable academic performance in their enrolled subjects, suggesting a positive academic standing. Notably, their academic performance was found to be significantly associated with their level of library resource utilization and satisfaction with library services, confirming that these factors have a contributory role in academic success. It is recommended that university libraries invest in digital resource expansion, staff training in student-centered service delivery, and regular feedback mechanisms to align services with student needs. Policymakers should consider integrating library performance metrics into institutional quality assurance frameworks.

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