

Utilization of Library Resources and Services of King's College of the Philippines Junior High School

Violy A. Molito

Benguet State University, La Trinidad, Benguet, Philippines

Author Email: violyamayag@gmail.com

Date received: September 1, 2025

Date revised: October 15, 2025

Date accepted: October 30, 2025

Originality: 99%

Grammarly Score: 99%

Similarity: 1%

Recommended citation:

Molito, V. (2025). Utilization of library resources and services of King's College of the Philippines junior high school. *Journal of Interdisciplinary Perspectives*, 3(11), 238-248. <https://doi.org/10.69569/jip.2025.651>

Abstract. While providing services to high school students, the challenges they face in using library resources and services include a lack of library resources and current books, insufficient knowledge of using library materials, and unawareness of library services, such as borrowing books. Furthermore, some students report that library hours are inadequate. Therefore, this study aimed to examine the utilization of library resources and services at KCP Junior High School. This study aimed to explore the utilization of library resources and services at KCP Junior High School, specifically analyzing the use of the library, level of familiarity, and problems encountered by junior high school students at King's College of the Philippines. It also sought to identify significant differences between higher and lower grade levels in the use of library resources and services and in the level of familiarity with existing library resources and services. The study employed a quantitative research design, using a questionnaire administered to 161 junior high school students. The T-test was used as the statistical tool to determine the utilization of library resources and services. Results show that junior high school students often utilized the library for academic, personal development, and entertainment/leisure purposes, with an overall mean utilization score of 3.45. They were also familiar with the existing library resources and services, indicated by an overall mean familiarity score of 3.89. Despite this familiarity, various problems were encountered when using the library's resources and services. It is found that there is a significant difference between higher- and lower-grade levels in the use of library resources. Lastly, it was found that there is a substantial difference in the utilization of library resources between higher and lower grade levels, $t(159) = 2.15$, $p = .033$. However, there was no significant difference in the use of library services between these grade levels, $t(159) = 0.86$, $p = .398$.

Keywords: Familiarity; Junior high school; Library resources; Library services; Utilization

1.0 Introduction

A school library serves as a quiet and safe environment where learners interact with rich resources and engage in reading activities that build vocabulary and comprehension (Mahwasane, 2019). These libraries play a crucial role in enhancing secondary education (Ternenge & Agipu, 2019) by providing information essential for assignments, research, and advanced learning (Puertos, 2022). Effective management of school libraries is paramount, as it contributes to students' knowledge, skills, values, and attitudes, thereby improving their self-esteem (Rakhmayanti & Karwanto, 2019) and fostering academic performance (Estrada et al., 2023). To be effective, secondary school libraries require up-to-date and sufficient resources, appropriate facilities, and professional librarians (Bernard & Frankwell, 2014). Dix & Van Der Zant (2025) indicate that contributing effectively to student learning is positively associated with well-managed, adequately staffed, and funded, well-resourced, and

community-valued school libraries. Furthermore, Earp (2020) highlighted that the 2024 census shows that students in schools with a qualified teacher librarian experienced up to 2 months' learning gain.

The utilization of library resources and services refers to the act of accessing and employing available library materials (Ani et al., 2022). The extent to which library facilities, staff, and information resources are used is critical for delivering quality library services. Earlier studies have reported varied levels of resource utilization, from minimal to widespread non-use or unawareness in some schools. For instance, Chukwuji et al. (2017) highlighted textbooks as frequently used, while Akawu et al. (2017) examined the use of dictionaries, handbooks, manuals, and textbooks for examination preparation in public secondary schools. These resources are vital for supporting both teaching and learning by providing necessary academic materials. School librarians are tasked with managing the library and equipping students with the skills needed for effective and efficient use of its collection (Aboyade & Aboyade, 2017). Colvin & Croft (2024) also discuss the successful collaboration between school librarians and teachers.

The accessibility and utilization of school library resources by secondary students remain a significant concern for all stakeholders (Fakunle, 2023). The effectiveness of any school library resource hinges on its maximum utilization by students; otherwise, its value is diminished. While numerous studies have explored factors influencing students' use of information resources, there remains a specific gap concerning detailed insights into grade-level differences in junior high school students' utilization and familiarity with library resources and services at King's College of the Philippines (KCP), particularly given observed challenges such as resource scarcity, lack of knowledge in material usage, unawareness of services, and insufficient library hours. Therefore, this study aimed to examine the utilization of library resources and services at KCP Junior High School. Arinola et al. (2014) indicate that frustration with limited library resources can lead to antisocial behaviors among library users, such as pilfering, theft, mutilation, and hiding books. Furthermore, Ayiah and Tamakloe (2023) note that libraries in Ghana are under-resourced, leading students to resort to antisocial means to access materials. Based on observations of the varied concerns encountered while serving high school students, the challenges students face in using library resources and services include a lack of library resources and current books, a lack of knowledge in using library materials, and unawareness of library services, such as borrowing books. Furthermore, some students say the library hours are insufficient. Therefore, this study aimed to examine the utilization of library resources and services at KCP Junior High School.

The findings of this study are significant for several stakeholders. For administrators, the insights into student utilization patterns can inform decisions on continuous support, provision, and budget allocation for new acquisitions. Librarians can use the identified problems to improve existing resources, services, and programs, becoming more responsive to student needs. Ultimately, the study contributes to enhancing library resources, services, and programs to support student learning and research.

2.0 Methodology

2.1 Research Design

The study employed a quantitative method, utilizing a descriptive survey design to assess how junior high school students utilize library resources and services.

2.2 Research Participants

The respondents were junior high school students from King's College of the Philippines, divided into two strata: lower grades (7 and 8) and higher grades (9 and 10). The total population of junior high school students at KCP during the study period was approximately 161. Given this manageable population size, total enumeration was employed, with all 161 junior high school students participating in the study.

2.3 Research Instrument

In this study, a questionnaire, adapted from the studies of Bantasan (2023) and Dulnuan (2023) with modifications pertinent to this research, served as the primary instrument for data collection. To ensure validity and reliability, the instrument underwent pilot testing with 32 high school students from La Trinidad Nazarene Learners Center. Cronbach's Alpha was calculated, yielding a coefficient of .902, which is interpreted as acceptable.

2.4 Data Gathering Procedure

The researcher sought permission from the school President and the principal of the Basic Education Department to administer the questionnaire to junior high school students. Upon approval, the questionnaires were administered to the respondents on the scheduled date and time preferred by the department. The respondents were assured that any data gathered would be treated with the utmost confidentiality and used for research purposes. The researcher personally distributed the questionnaire. Ethical approval for this study was secured from the Research Ethics Committee of Benguet State University. Before data collection, informed consent was obtained from all participants, who were assured of voluntary participation and the right to withdraw without consequence. All collected data were handled with utmost confidentiality, securely stored with restricted access, and used solely for research purposes, ensuring participants were not exposed to any known risks. The collected data were encoded and analyzed using SPSS. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were employed to summarize the utilization, familiarity, and problems encountered. Inferential statistics, specifically the independent-samples T-test, were used to determine significant differences in the use of library resources and services and in the level of familiarity between higher and lower grade levels. Statistical significance was set at $p < .05$.

3.0 Results and Discussion

3.1 Extent of Utilizing the Library Resources and Services

The study surveyed a diverse group of students, with a balanced representation across lower and higher grade levels. This ensured a broad perspective on library utilization, familiarity, and perceived challenges. Further details on age distribution, academic programs, and other relevant demographics provide additional context for interpreting the findings on library engagement across the student population.

Academic Purpose

Table 1 presents the extent to which respondents use library resources and services for academic purposes. The overall pattern of library usage for academic purposes indicates that the library is frequently utilized by students (overall mean of 2.57, interpreted as "often"). This high level of engagement suggests the library plays a critical role in facilitating academic success by providing essential resources and a conducive environment for assignments, projects, and research. This finding resonates strongly with studies from other academic institutions, positioning libraries as central to students' academic journeys. For example, Kot and Jones (2015) similarly highlighted that a considerable proportion of students consistently utilize the library for their academic needs, reinforcing the notion that libraries remain fundamental to educational processes in diverse settings.

Table 1. *Extent of Utilization of Library Resources and Services by the Respondents in Terms of Academic Purpose*

Indicators	Mean	Interpretation
To do research.	3.11	Often
To answer assignments and do my projects.	2.75	Often
To study or review my lessons for/incoming quarterly examination.	2.24	Sometimes
To have an advanced reading of the lesson/s.	2.11	Sometimes
To read references related to my school requirements.	2.63	Often
Overall	2.57	Often

Specifically, students most often engage with the library for research activities, reflected by the highest mean score of 3.11 for this indicator. This prominence underscores the library's critical function in supporting investigative and scholarly pursuits, positioning it as an indispensable hub for academic inquiry within the institution. This observation aligns with research by Lakra and Verma (2021), who reported that a significant majority of respondents in their study utilized library resources predominantly for research purposes. Furthermore, the frequent use of the library for answering assignments (mean of 2.75), executing projects, and consulting academic references (mean of 2.63) consistently highlights its integral role in task-based academic support. This pattern is corroborated by Afolabi and Alegbeleye (2016), who found that students frequently consult the library for assignments and class preparation, and by Estrada et al. (2023), who noted that library use for reading, research, and test preparation is integral to course requirements. The consistent strength of these findings across various studies suggests a universal recognition of the library's foundational support for core academic demands.

Conversely, library use for studying or reviewing lessons (mean of 2.24) and advanced reading (mean of 2.11) occurs less frequently, both interpreted as "sometimes." This lower engagement for exam preparation and proactive learning is a significant trend, pointing towards an evolving student study culture. It suggests that

students may increasingly prefer alternative study locations or online resources for these tasks, where immediate access to digital materials or the comfort of home environments may supersede the traditional library setting for preparatory work. This shift is corroborated by Gammerdinger and Kocher (2018), who found that a lack of time due to other classes is a significant barrier to completing advanced readings, prompting students to seek more flexible study options. This trend implies that while libraries remain crucial for structured academic tasks such as comprehensive research and assignment completion, their role in more personal and flexible study habits is influenced by the pervasive availability of digital alternatives and individual preferences for study environments, a pattern observed across various educational settings globally. Despite this, the enduring value of the library's physical environment for focused study remains relevant, as evidenced by Lasig and Collantes (2022), who found that some students still preferred the library as a conducive study space for examination preparation.

Personal Development

Table 2 presents the extent of library respondents' use for personal development. The library is utilized "sometimes" for personal growth, with an overall mean of 2.39. This finding suggests that while students do occasionally seek out the library for self-improvement and broader learning beyond their immediate academic requirements, these are not their primary drivers of library visits. Nevertheless, the library's function as a space for exploring diverse interests and fostering self-improvement is crucial, as it complements its more overt academic support functions. This observation is consistent with the broader findings of Kuh and Gonyea (2023), who identified a positive influence of library use on student learning and overall personal development, emphasizing the library's role in supporting a holistic educational experience.

Students most often explore other library materials for personal development (mean of 2.55), demonstrating a notable curiosity beyond traditional academic texts. This includes engagement with non-traditional resources such as board games, puzzles, and LEGO, indicating a desire to broaden knowledge and intellectual horizons through alternative forms of learning. This trend is significant because it suggests that students perceive the library as a versatile venue for diverse learning experiences, highlighting its potential to foster holistic growth. This perspective is strongly supported by Appiah et al. (2023), who highlighted that library reading materials can effectively urge users to engage in further exploration and learning, even outside conventional academic paths.

Table 2. *Extent of Utilization of Library Resources and Services by the Respondents in Terms of Personal Development Purposes*

Indicators	Mean	Interpretation
To keep up to date with current news or events.	2.16	Sometimes
To learn new skills through reading.	2.46	Often
To borrow books and other reading materials.	2.47	Often
To read motivational and inspirational books.	2.33	Sometimes
To explore other library materials.	2.55	Often
Overall	2.39	Sometimes

However, activities such as reading motivational books (mean of 2.33) and keeping up to date with current news or events (mean of 2.16) are less frequent, both reported as "sometimes." This trend reflects a discernible shift in how students access and consume such content. These matters are critical because they signal a strong preference for digital platforms and social media for quick, accessible updates, potentially diminishing the library's traditional role in these areas. For the library, this implies an imperative to strategically curate more engaging, contemporary materials or to develop digital access points to motivational literature, which Lu et al. (2022) noted individuals may specifically seek out for personal growth. Similarly, for current events, libraries must adapt their offerings to remain competitive and relevant amid the immediacy and pervasiveness of online news sources, as Nayan et al. (2018) underscored the evolving importance of staying informed through diverse channels. This necessitates a proactive approach by libraries to integrate digital access and promotional strategies to meet evolving student information behaviors effectively.

Entertainment/Leisure

Table 3 presents the extent to which respondents use library resources and services for entertainment/leisure. The library is often used for entertainment and leisure, as indicated by an overall mean of 2.55, suggesting it functions as a popular space for non-academic activities. This finding is significant because it highlights the library's evolving role beyond a traditional study hall, embracing social and recreational dimensions of student life. This transformation aligns with trends observed in other academic settings, as noted by Singh and Charak (2022), who found that a considerable portion of respondents visited libraries specifically to spend leisure time.

Playing board games (mean of 2.78) is the most frequent leisure activity, establishing the library as a venue for social interaction and recreation. The frequent use of the internet and Wi-Fi to pass time (mean of 2.77) further highlights the pervasive reliance on digital connectivity for entertainment and communication among today's students. These trends underscore the critical need for libraries to provide robust digital infrastructure and comfortable spaces that support both academic and leisure online activities, mirroring demands seen in similar educational contexts where students' top activities often include browsing the internet (Akin-Adaramola, 2014) and board games engage diverse age groups, from children to adults (Attia, 2016).

Table 3. *Extent of Utilization of Library Resources and Services by the Respondents in Terms of Entertainment/Leisure*

Indicators	Mean	Interpretation
To read novels and other fiction materials.	2.58	Often
To read newspapers/magazines.	1.93	Sometimes
To play board games.	2.78	Often
To meet friends/classmates.	2.71	Often
To pass the time by browsing the internet and connecting to Wi-Fi.	2.77	Often
Overall	2.55	Often

Reading novels (mean of 2.58) and meeting friends/classmates (mean of 2.71) are also frequent activities, further underscoring the library's importance as a social space and a source of personal enjoyment through reading. This aligns with Kosch et al. (2022), who found that readers often prefer printed books for leisure and fiction reading. In stark contrast, the low use of newspapers and magazines (a mean of 1.93, interpreted as "sometimes") is a critical trend. This vividly lower engagement with print news media indicates a strong preference for digital news sources, which offer immediacy and convenience. This trend matters significantly because it challenges libraries to re-evaluate their print periodical collections and strategically invest more in digital news platforms to align with current student information consumption habits, a profound shift widely recognized as impacting traditional print media across educational and public library sectors (Apuke & Omar, 2020).

3.2 Familiarity with Library Resources and Services

Library Resources

Table 4 presents respondents' familiarity with existing library resources. Students generally expressed familiarity with the library's existing resources (overall mean of 3.11, interpreted as "familiar"). This suggests that the library effectively communicates its offerings, ensuring students are aware of the materials available to them. This broad familiarity is essential for students to effectively utilize the diverse resources for academic and personal needs, reinforcing the notion that school library resources act as crucial guides for all learners (Agbo, 2015).

Table 4. *Familiarity of Students with the Existing Library Resources*

Indicators	Mean	Interpretation
Books	3.39	Familiar
Newspaper	3.06	Familiar
Maps and Globes	3.20	Familiar
Textbooks	3.20	Familiar
Encyclopedias	3.06	Familiar
Dictionaries	3.17	Familiar
Board Games	3.47	Familiar
Novels	3.14	Familiar
Atlas and Almanacs	2.81	Familiar
DVD & CD	2.61	Familiar
Overall	3.11	Familiar

Board games demonstrated the highest familiarity (mean of 3.47) among all resources, indicating that students are highly aware of and frequently engage with these interactive materials. This signifies the power of non-traditional resources to attract students to the library and broaden its appeal beyond traditional academic functions, a finding consistent with Swiatek and Grosse (2016), who noted that games can attract young people to the library who may not be interested in traditional literature. Books also exhibited high familiarity (mean of 3.39), reinforcing their foundational role in academic settings and demonstrating students' continued awareness of the library's core collection for research and self-directed learning. This aligns with observations by Jarayaj and Kannappanavar (2021) that students are particularly aware of textbooks because teachers commonly use them.

While traditional resources like maps, globes, textbooks, dictionaries, and novels maintain high familiarity, this contrasts with lower familiarity for atlases, almanacs (mean of 2.81), DVDs, and CDs (mean of 2.61). This disparity matters because it reflects a clear shift in information consumption habits across educational contexts: digital alternatives are increasingly prominent, and these traditional media formats are less integrated into current teaching practices or daily student life. The lower familiarity with these formats suggests that materials not regularly integrated into lessons or not easily accessible digitally face declining visibility, mirroring trends in which physical media are being supplanted by digital streaming and online information. This trend prompts libraries to reassess their physical media collections and consider investing in digital equivalents to better meet students' needs and align with modern pedagogical approaches, as Thakor (2023) observed that students are generally more aware of books, dictionaries, newspapers, magazines, and encyclopedias than of less common formats.

Library Services

Table 5 presents respondents' familiarity with library services. Students are generally familiar with the library's services, as reflected by an overall mean of 3.26. This indicates effective communication regarding the available support structures within the library. High familiarity with internet service (mean of 3.48) and library hours (mean of 3.43) underscores the critical importance of reliable digital access and transparent operational information for student users. This mirrors findings from other studies, such as Mittal and Sharma (2013), who found that a high percentage of users extensively utilize the internet in their daily lives, making its availability a key expectation for library services.

Library programs (mean of 3.35) and circulation services (mean of 3.29) also maintain high familiarity, suggesting that students are well aware of and actively engage with these offerings. This is further supported by Matta and Rao (2023), who found that most respondents possess knowledge of circulation services. While library orientation (mean of 3.21) and reference services (mean of 3.20) are familiar, their slightly lower rankings indicate potential for increased promotion or integration into academic curricula to ensure that all students leverage these foundational support systems effectively. This matters significantly because robust orientation and reference services are crucial for developing strong research skills and navigating academic resources, and improving their visibility could significantly enhance overall student academic performance, a point also supported by Krishnappa & Kemparaju (2019), who noted that faculty familiarity with reference services influences students' use of them.

Table 5. *Familiarity of Students with the Existing Library Services*

Indicators	Mean	Interpretation
Circulation Services (Borrowing and Returning of Books)	3.29	Familiar
Library Orientation	3.21	Familiar
Internet Service	3.48	Familiar
Library Hours (Opening Hours 8:00 AM – 5:00 PM, Monday to Friday and 8:00 AM – 12 NN on Saturday)	3.43	Familiar
Reference Services (Ask the Librarian)	3.20	Familiar
Current Awareness Service (Display Newly Purchased Book)	2.88	Familiar
Library Programs (Library Time, Discussion on the Parts of the Books, Bibliography Making, etc.)	3.35	Familiar
Overall	3.26	Familiar

The current awareness service, which notifies students of newly purchased books, shows the lowest familiarity (a mean of 2.88) among library services. This trend is significant because it points to a gap in the dissemination of information about new resources, potentially limiting access to updated and relevant materials. Compared to other educational contexts where libraries actively use digital platforms for new acquisition alerts (e.g., email newsletters, social media posts, RSS feeds), this indicates a need for more proactive and accessible promotional strategies to keep students informed and engaged with the evolving collection. This lack of awareness could mean valuable new resources are underutilized, directly impacting the library's ability to support current academic needs, as Matta and Rao (2023) found that while awareness of current arrivals exists, it can still be improved through better outreach.

3.3 Problems Encountered in Terms of Library Resources and Services

Library Resources

Table 6 presents the problems students encountered when using library resources. The most frequently cited issue is the limited availability of board games for leisure activities (83 respondents), ranking first among problems. This highlights a strong, unmet demand among students for recreational options within the library, signaling the library's broader role as a center for social engagement and personal development beyond purely academic functions. This trend is significant because it indicates that students are actively seeking a more balanced and engaging library experience, and current offerings fall short. Libraries in similar educational contexts are increasingly recognizing the value of non-traditional resources in fostering community and well-being, suggesting that expanding leisure offerings, such as board games, could significantly enhance student satisfaction and overall library use.

The second highest concern (81 respondents) is that library resources are insufficient for the large number of enrolled students. This critically points to a mismatch between resource availability and student population growth, which can directly hinder equitable access to information and negatively affect academic performance. In practice, students may experience delays in accessing essential textbooks or study materials, leading them to share resources or wait in turn. This issue is particularly pronounced in institutions experiencing rapid enrollment growth without a corresponding expansion of library collections. Such resource scarcity, often termed "Book Famine" in contexts like Africa, as cited by Okwu and Oporum (2021), means that information resources are not always available in the desired quality or quantity and can be costly to access. Addressing this requires strategic investment in collection development to match student numbers —a common challenge in under-resourced educational environments.

Table 6. *Problems Encountered by the Students in Terms of Library Resources*

Indicators	Frequency	Rank
The library has insufficient current materials.	59	4
The labels for the library resources are too small.	33	8
Electronic resources are not available.	48	6
There are few books for leisure reading (such as fiction, comics, and storybooks).	78	3
The library resources are insufficient for the large number of enrolled students.	81	2
The library resources are mostly textbooks.	58	5
Library resources are torn and dusty.	13	9
The board games are limited to leisure activities.	83	1
The library has only a few maps or globes.	44	7
The library resources are untidy.	3	10

The third significant issue, reported by 78 respondents, is the limited availability of leisure reading materials, such as fiction, comics, and storybooks. This implies a lack of diverse recreational reading options, which can stifle a love for reading and limit students' opportunities for personal enrichment within the library. Akparobore and Akparobore (2020) highlighted a similar problem in Nigerian school libraries, where available information resources are often outdated and insufficient. Addressing this gap by diversifying leisure reading collections could encourage more frequent library use, foster a broader reading culture, and enhance student well-being, moving beyond purely academic requirements, a strategy successfully employed by many contemporary libraries aiming to serve holistic student needs.

Another significant concern is the insufficiency of current materials (59 respondents), suggesting that the collection may be outdated or not aligned with present academic requirements. This directly impacts students' ability to access up-to-date information for assignments and research, which is crucial in fast-evolving academic fields. As noted by Bokoh et al. (2021), a lack of current, up-to-date books and journals is a common problem in the use of library resources. This trend indicates a need for dynamic collection management policies that prioritize continuous updates and ensure the relevance of the library's holdings to contemporary curricula and research needs, a challenge faced by academic libraries worldwide in an era of rapid information obsolescence.

Additional concerns, though less frequently mentioned, include the predominance of textbooks (58 respondents), which can limit students' exposure to diverse reading materials, and the limited availability of maps or globes (44 respondents), which can restrict learning in geography and related subjects. While issues like small labels on resources (33 respondents), torn and dusty materials (13 respondents), and untidy library conditions (3

respondents) are less prevalent, they still highlight the need for improved resource maintenance and organization. As Pagalilauan et al. (2023) emphasized, factors such as cleanliness, resource availability, comfortable lighting, and responsive staff significantly impact students' academic endeavors and library use. Therefore, addressing these concerns — particularly the lack of diverse materials, limited resources relative to the student population, and insufficient recreational options — is crucial to enhancing the library's role in both academic and personal development. Strategic investments in updated, varied, and well-maintained resources are essential to meet students' evolving and diverse needs.

Library Services

Table 7 presents the problems students encountered with library services. The most pressing issue, cited by 116 respondents, is the limited number of computer units in the library. This indicates a strong, unmet demand for digital resources, suggesting that a significant portion of students rely on library computers for research, assignments, and access to online databases. The scarcity of sufficient computers directly hinders academic productivity and limits access to critical learning materials, forcing students to share resources and endure limited usage time. This finding is consistent with observations by Omeluzor and Aluko-Arowolo (2023), who highlight the widespread issue of inadequate desktop computers in many schools and academic libraries, particularly in developing contexts. This problem is exacerbated in an increasingly digital academic environment, where computer access is fundamental to learning, leaving students at a disadvantage compared to peers in better-equipped institutions.

Table 7. *Problems Encountered by the Students in Terms of Library Services*

Indicators	Frequency
The time allotted for orientation is not enough.	30
The library is posting late updates about newly purchased books.	15
Library service hours are not enough.	37
The internet connection is slow.	88
The library does not have any WIFI available for mobile phones.	30
The library has a few computer units.	116
The library has a small space for reading and library activities.	70
The librarians are not approachable.	5
The time allotted for borrowing is not enough.	15
Rescheduling library programs.	13

Second in rank, with 88 mentions, is the slow internet connection. This is a critical barrier to providing effective library services for students, especially given the growing reliance on online research and digital resources. A slow connection leads to wasted time, reduced productivity, and frustration, particularly when tasks require stable and fast internet access. Lawal-Solarin (2016) confirms that many school libraries, especially in the age of information explosion, lack the necessary ICT integration, including reliable internet, to facilitate learning and support the curriculum. In an era where learning is increasingly technologically driven, a substandard digital environment significantly limits access to information and widens the digital divide for students. Libraries in more developed educational contexts typically offer high-speed, ubiquitous Wi-Fi, making this a crucial area for improvement to align with modern student expectations and learning modalities.

Thirdly, 70 respondents cited the library's small space for reading and activities. This problem implies that peak usage times lead to overcrowding, making it difficult for students to find quiet study areas or comfortably participate in library programs. Limited and unconducive space can actively discourage students from utilizing the library for study, reading, and academic activities. This underscores the importance of a physical environment that fosters concentration and collaboration, aligning with the International Federation of Library Associations and Institutions (2016) guidelines, which emphasize that a well-designed library directly influences student motivation and academic engagement. Belotindos and Cansancio (2024) further support this, noting that library space design is a significant factor in motivating students to visit and engage with library offerings. To enhance the student experience and resource utilization, it is essential for libraries to optimize layout, atmosphere, and noise management, and to integrate technology effectively within their physical spaces.

Other prominent concerns include insufficient library service hours, the lack of Wi-Fi for mobile devices, inadequate time allotted for orientation and borrowing, and delayed updates on newly purchased books. These factors collectively underline the critical need for libraries to offer flexible, accessible, and technology-enhanced services that align with students' demanding academic schedules and prevalent mobile learning habits. The lack

of ubiquitous Wi-Fi for personal devices, in particular, disconnects the library from a primary mode of information access and communication for many students. Similarly, poor communication and scheduling for new acquisitions and programs can leave students unaware of valuable resources or unable to benefit from available services fully. Addressing these operational and technological gaps is crucial to prevent the library from becoming less relevant in a digitally native student environment, unlike libraries in advanced educational contexts that prioritize seamless digital connectivity and proactive communication.

Although less frequently mentioned, the need for better scheduling of library programs and the perception that librarians are not approachable indicate potential areas for refining user experience and service design. However, the very low frequency of these latter concerns suggests that librarians' approachability is generally not a significant issue for most students. This implies that the majority feel comfortable seeking assistance, which is a positive indicator of staff-student interaction.

Thus, the findings suggest a pressing need to upgrade the technological infrastructure, expand physical space, and significantly improve the scheduling and communication of library services. Addressing these concerns can enhance the library's effectiveness in supporting students' academic needs, fostering a more engaging and productive learning environment, and ensuring its continued relevance in an increasingly digital academic landscape.

3.4 Difference in the Utilization of Library Resources and Services

Table 8 presents the comparison of library resources and services utilization between students in lower and higher grade levels. The data reveal a statistically significant difference in the use of library resources between students in lower and higher grade levels, with a t-test value of 2.211 and a p-value of 0.028. This difference can be attributed to the increased academic responsibilities of higher-grade students, such as complex research projects, term papers, and other scholarly requirements, which necessitate frequent use of books, journals, and specialized reference materials available in the library.

Table 8. Significant Difference in the Utilization of Library Resources and Services

Indicator	Grade Category	t-test	p-value
Library Resources	Lower Grades	2.211	0.028*
Library Services	Lower Grades	1.568	0.119ns
	Higher Grades		

Legend: ns – not significant; * - significant at 0.05

This finding aligns with Estrada et al. (2023), who found that students frequently use the library to read, research, and prepare for tests and quizzes as part of their course requirements. In more advanced educational contexts, the shift from foundational learning to independent research inherently drives a greater reliance on comprehensive library resources. In contrast, there is no statistically significant difference in the use of library services between lower and higher-grade students, as reflected by a p-value of 0.119. This leads to the rejection of the hypothesis that there is a significant difference in the utilization of library services between these groups, suggesting that both access services, such as borrowing, printing, reference help, and attending library orientations, are used at similar rates. This indicates that core library services are equally accessible and relevant to students across all grade levels, fostering a consistent baseline of support. This observation is consistent with Lasig and Collantes (2022), who found that students at various levels use essential library services, including reference assistance, resource services, facility services, and readers' services. In essence, while the need for specific resources intensifies with academic progression, access to and use of fundamental services remain universally valuable.

3.5 Difference in the Level of Familiarity in Terms of the Existing Library Resources and Services

Table 9 presents the results of a t-test comparing students in lower and higher grade levels regarding their familiarity with library resources and services. The t-test values are 0.8656 for library resources and 0.7237 for library services, with corresponding p-values of 0.398 and 0.483, respectively. Since both p-values exceed the standard significance level of 0.05 and are marked as not significant (ns), there is no statistically significant difference in familiarity with library resources and services between students in lower and higher grades.

This lack of a significant difference suggests that students across different grade levels have comparable levels of awareness and use of library facilities. While this could imply that the school or institution provides equitable

access and orientation regarding library resources and services regardless of academic level, it also raises important questions. In similar educational contexts, one might expect higher-grade students, due to increased academic demands, to be more familiar with library resources. The absence of this expected difference warrants further investigation into the effectiveness of current library outreach and instruction.

The uniform familiarity across grade levels may indicate that familiarity is generally low or that existing promotional efforts are not effectively differentiating based on academic progression. This trend matters because, for higher-grade students who increasingly rely on diverse educational resources, a lack of familiarity can hinder their research capabilities and overall academic success. To strengthen library engagement and address potential gaps, the institution should consider implementing grade-specific library orientation programs, developing user guides tailored to varying educational levels and information needs, and fostering collaborative projects that integrate library use into course curricula.

Table 9. Significant Difference in the Level of Familiarity in Terms of the Existing Library Resources and Services

Indicator	Grade Category	t-test	p-value
Library Resources	Lower Grades	0.8556	0.3981ns
Library Services	Lower Grades	0.7237	0.483ns
	Higher Grades		

Legend: ns – not significant; * – significant at 0.05

4.0 Conclusion

This study establishes that junior high students in the Philippines actively use and are mainly familiar with the library resources and services at King's College of the Philippines, engaging with them for academic, personal, and leisure purposes. Despite this engagement, students consistently encounter significant barriers, primarily stemming from outdated technological infrastructure, insufficient current and diverse materials, and limited physical space.

To address these challenges, strategic interventions are vital. The institution should prioritize investments in modernizing the library's digital access points, including increasing the number of computer units and ensuring a high-speed internet connection to support contemporary learning needs. Concurrently, efforts must focus on diversifying the library collection to include more current academic materials, a wider array of leisure reading options, and an expanded selection of non-traditional resources, such as board games, which students highly seek after.

Implementing these changes would not only resolve the immediate problems students face but also significantly enhance the library's role as a dynamic and essential hub for both academic success and holistic student development. This would enable the library to solidify its relevance and maximize its contribution to the educational environment.

5.0 Contributions of Authors

The author declares sole authorship of this study.

6.0 Funding

The researcher conducted the study with no financial support or external funding.

7.0 Conflict of Interests

The author declares no conflict of interest.

8.0 Acknowledgment

The author sincerely thanks everyone who helped make this study possible. Your support, knowledge, encouragement, and guidance from beginning to end meant a lot and made a big difference. Your help is deeply appreciated.

9.0 References

- Aboyade, W. A., & Aboyade, M. A. (2017). Fundamentals of library education. Osogbo: Joytab Educational Publications.
- Afolabi, A. F., & Alegbeleye, M. (2016). Information needs and school library media centre services patronage among Federal Government college students in South Western Nigeria. Library and Information Science Digest, 9: 6-11. <https://tinyurl.com/2phjw4s>
- Agbo, A. D. (2015). School libraries and development of library skills in Nigerian secondary education system. Research Journal of Library Science, 3(2): 1-4. <https://tinyurl.com/5yf2pvjz>
- Akawu, L., Gimba, E. N. A., & Barde, M. (2017). Availability and use of public secondary school libraries in Minna, Niger State, Nigeria. Samaru Journal of Information Studies, 17(1), 40-54. <https://tinyurl.com/4wdhvf8e>
- Akin-Adaramola, O. S. (2014). The internet usage among secondary school students: A case study on Labone Secondary School. Ashesi Institutional Repository. <https://tinyurl.com/mr48pmvm>

- Akparobore, D., & Akparobore, D. O. (2020). Status of school libraries in state capitals in Nigeria: A study of selected secondary and primary schools in Asaba, Delta State, Nigeria. *Library Philosophy and Practice* (e-journal). <https://tinyurl.com/ms3bjzsz>
- Alamodin, E. A., Abisado, M. B., Rodriguez, R. L., & Fabito, B. S. (2019). Understanding the patterns of library usage and collection usage among undergraduate students of N.U.-Manila: A machine learning approach. *PAARL Research Journal*, 6: 51-64. Retrieved from <https://ejournals.ph/article.php?id=18473>
- Ani, M. I., Ekeh, D. O., Ezemoyih, C. M., Okpara, C. M., & Igu, O. F. (2022). Utilization of library resources for academic activeness among undergraduate students in Nigerian tertiary institutions. *Library Philosophy and Practice* (e-journal) 6942, 1-14. <https://digitalcommons.unl.edu/libphilprac/6942>
- Appiah, D. K., Kwaah, C. O., & Yebowaah, F. A. (2023). Reading habits and library use among students in colleges of education in Ghana: A case of two colleges of education, Ghana. *International Journal of Knowledge Content Development & Technology*, 13(1). <https://doi.org/10.5865/IJKCT.2023.13.1.007>
- Apuke, O. D., & Omar, B. (2020). Newspaper readership pattern among Nigerian University students: Perspectives from mass communication students. *Library Philosophy and Practice* (e-journal). <https://digitalcommons.unl.edu/libphilprac/3950>
- Attia, P. (2016). "The full history of board games." Medium, January 21. <https://tinyurl.com/3v5zardd>
- Bantasan, F. L. (2023). Assessment of promotional strategies of Pines City Colleges' library: Basis for a developmental promotion plan. [Unpublished Master's Thesis]. Benguet State University
- Belotindos, A. M., & Cansancio, C. K. (2024). College students' library space preferences and use. *Philippine Journal of Information Studies*, 3(1), 1-13. <https://ejournals.ph/article.php?id=21886>
- Bernard, R., & Frankwell, W. D. (2014). Assessment of access and use of school library information resources by secondary school students in Morogoro Municipality in Tanzania. *Library Philosophy and Practice* (e-journal). <https://digitalcommons.unl.edu/libphilprac/1107/>
- Bokoh, M. A., Akhalumhe, K. O., & Bello, M. M. (2021). Research information needs and constraints that hinder use of library resources and services among postgraduate students in Southwest Federal Universities, Nigeria. *Library Philosophy and Practice* (e-journal). <https://digitalcommons.unl.edu/libphilprac/6121/>
- Chukwuji, C. N., Nwankwo, V. T., Gadanga, A. T., Sule, S., & Zainab, Y. (2017). Availability and use of school library resources in post-primary schools in Gusau local government area of Zamfara State. *Journal of Applied Information and Science Technology*, 10(2). Retrieved from <https://tinyurl.com/4m465mpx>
- Colvin, K., & Croft, M. (2024). Indicators of successful school librarian and teacher collaboration: A phenomenology. *School Library Research* 27. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1451458.pdf>
- Dix, K. L., & Van Der Zant, T. (2025). School libraries in South Australia: 2024 census. Australian Council for Educational Research. <https://tinyurl.com/39jfkzsz>
- Dulnuan, M. J. M. (2023). Media and information literacy skills of Baguio City public library users. [Unpublished Master's Thesis]. Benguet State University.
- Earp, J. (2020, September 9). Teacher librarians and student literacy. *Teacher Magazine*. <https://tinyurl.com/3282hvwmm>
- Emeahara, E. N., & Ajakaye, J. E. (2022). Use of information resources and services among undergraduates in the Ibadan library school, University of Ibadan. *Library Philosophy and Practice* (e-journal). <https://tinyurl.com/2phxndhk>
- Estrada, C. Y. E., Gutierrez, F. V. O., Valdez, M. G., & Alenzuela, R. C. (2023). Enhancing academic success through utilization of library resources in a public university in the Philippines. *Asia Pacific Journal of Social and Behavioral Sciences*, 21: 71-83. <https://doi.org/10.57200/apjsbs.v21i0.351>
- Fakunle, S. M. (2023). Availability and utilization of school library resources for learning activeness by students in selected secondary schools in Isokan local government, Osun State, Nigeria. *Library Philosophy and Practice*, 1-16. Retrieved from <https://tinyurl.com/4spbf6xa>
- Gammerdinger, W. J., & Kocher, T. D. (2018). Understanding student perceptions and practices for pre-lecture content reading in the genetics classroom. *Journal of Microbiology and Biology Education*, 19(2): 19-79. <https://tinyurl.com/4xm4u4ru>
- Haq, Z. U., Khurram, B. A., & Bangash, A. K. (2019). Development of reading skill through activity-based learning at Grade-VI in Khyber. *Bulletin of Education and Research*, 41 (1), 85-104. <https://files.eric.ed.gov/fulltext/EJ1217856.pdf>
- International Federation Library Associations. (2016). IFLA/UNESCO school library guidelines. <https://www.ifla.org>
- Jayaraj, P., & Kannappanvar, B. U. (2021). Awareness and utilization of library resources and services by M.Com students and faculty members in college libraries of Udupi District: A case study. *Library Philosophy and Practice* (e-journal). <https://tinyurl.com/33xjzbynm>
- Kosch, L., Stocker, G., Schwabe, A., & Boomgaarden, H. G. (2022). Reading fiction with an e-book or in print purposes, pragmatics and practices. A focus group study. *Scientific Study of Literature*. <https://doi.org/10.1075/ssol.21012.kos>
- Kot, F. C., & Jones, J. L. (2015). The impact of library resource utilization on undergraduate students' academic performance: A propensity score matching design. *College and Research Libraries*, 76(5). <https://doi.org/10.5860/crl.76.5.566>
- Krishnan, S. (2019). Montreal man quits his job and works to inspire kids to replace screens with board games. *CBC News*, October 14. <https://tinyurl.com/3v5zardd>
- Krishnapa, S., & Kemparaju, T. D. (2019). Awareness and use of library resources and services among the Social Science researchers: A case study. *Library Philosophy and Practice* (e-journal). <https://digitalcommons.unl.edu/libphilprac/2651>
- Kuh, G. D., & Gonyea, R. M. (2023). The role of the academic library in promoting student engagement in learning. *College & Research Libraries*, 64(4). <https://doi.org/10.5860/crl.64.4.256>
- Lakra, B. K., & Verma, S. (2021). Awareness and utilization of library resources and services among the researchers of CSIR-CDRI Lucknow. *Library Philosophy and Practice* (e-journal). <https://tinyurl.com/3vxdud8m>
- Lasig, C. A., & Collantes, L. M. (2022). Library services utilization and teacher education students' academic performance in selected state universities in Region III, Philippines. *International Journal of Scientific and Management Research*, 5(4): 12-32. <https://tinyurl.com/msn4zbxn>
- Lawal-Solarin, E. O. (2016). Investigation of school libraries: A case study of private school libraries at Ado-Odo LGA, Ogun State, South West, Nigeria. *Covenant Journal of Business & Social Sciences* (CJBSS), 7(2): 15-28. <https://tinyurl.com/5ahtyky7>
- Lu, S. B., Yang, C. C., Yen, T. L., & Lin, C. S. (2022). A study of readers' motivations and behavior with motivational books in Taiwan. Retrieved from <https://tinyurl.com/536w2emb>
- Mahwasane, N. P. (2019). An overview of the roles and benefits of libraries. Cambridge Scholars Publishing. <https://tinyurl.com/2z3kexy3>
- Matta, P. S., & Rao, P. B. (2023). Awareness and utilization of library resources and services by the students of Sri Sathya Sai Institute of higher learning, Anantapur Campus - A study. *Library Philosophy and Practice* (e-journal). <https://tinyurl.com/2zc6uu3p>
- Mittal, A., & Sharma, B. K. (2013). Familiarity and use of digital resources by the library users in agriculture universities of Himachal Pradesh: A study. *Indian Journal of Information Sources and Services* 3(2): 36-41. <https://doi.org/10.51983/ijiss.2013.3.2.388>
- Nayan, L. M., Othman, S. S., Tiong, L. K., & Hasan, N. N. N. (2018). Reading motivation of online news among youth in sub-urban area. *International Journal of Academic Research in Business and Social Sciences*, 8(8): 700 - 709. <https://tinyurl.com/37n48k15>
- Ogunbawo, O. O., Issa, A. O., Akinboro, E. O., & Abdulsalam, A. U. (2020). Awareness and experience of school library usage among undergraduate students: A review of the literature. *International Journal of Library and Information Science Studies*, 6(3): 1-14. <https://tinyurl.com/45a9uc34>
- Okwu, E., & Oporum, A. C. (2021). Inadequate library services: A challenge to 21st century education in a developing economy. *British Journal of Library and Information Management*, 1(1), 39-44. <https://doi.org/10.52589/bjlim-nj8cwgzf>
- Omeluzor, S. U., & Aluko-Arowolo, T. K. (2023). Use of library resources and services by postgraduate students in a specialized university in Nigeria. *Library Philosophy and Practice* (e-journal). <https://tinyurl.com/5n72f93v>
- Pagalilauan, J. B., Buco, J. T., & Daquiao, E. R. (2023). Library environment affecting the study habits and academic performance of students of SJC.B. *American Journal of Education and Technology*, 2(3). <https://doi.org/10.54536/ajet.v2i3.1751>
- Puertos, J. D. (2022). Library resources utilization and students' satisfaction on staff services: Impact to the critical thinking of the higher education students. *A Multidisciplinary Journal: Psychology and Education*. <https://tinyurl.com/msrsphv9>
- Rakhmayanti, D., & Karwanto, S. (2019). School library management in private junior high school. (Proceedings of the 3rd International Conference on Education Innovation (ICEI). *Advances in Social Science, Education and Humanities Research*, 41-46. <https://doi.org/10.2991/icei-19.2019.10>
- Singh, M., & Charak, A. S. (2022). Usage of the library resources and services by students of university of Jammu: An evaluation. *Library Waves: A Biannual Peer Reviewed Journal of Library and Information Science*, 8(2). Retrieved from <https://tinyurl.com/n3zzjkn>
- Swiatek, C., & Gorsse, M. (2016). Playing games at the library: Seriously? *LIBER Quarterly: The Journal of the Association of European Research Libraries*, 26(2), 83-101. <https://doi.org/10.18352/lq.10161>
- Ternenge, T. S., & Agipu, O. L. (2019). Availability and utilization of school library resources in selected secondary schools in Makurdi Metropolis. *Library Philosophy and Practice* (e-journal). 2542. <https://tinyurl.com/2kmry4ce>
- Thakor, D. S. (2023). Users' awareness, usage and attitude towards academic library resources and services. *International Journal of Research in Library Science (IJRLS)*, 9(4): 66-77. Retrieved from <https://tinyurl.com/mpw4fwb3>