Instructional Design Applied by Teachers Affects Library Utilization

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ABSTRACT

University libraries support the learning needs of students. Library resources and services are important tools for effective teaching and learning. However, there are various influences that affect the motivation of the university to use the library. The study assessed the level of awareness and extent of utilization of the library services and resources at the University of Cebu-Banilad as perceived by its faculty and students. The researcher was prodded to conduct the study because, at present, the utilization of the library services and resources is at a lower level compared to the ideal and the intended users of this academic facility were not even aware of the existence of the some of the library services. This research utilized the descriptive correlation design and used the researcher-made questionnaire as a tool of data collection. A total of 531 respondents comprised of 151 faculty members and 380 students. It was concluded that the utilization of the library system as a whole was primarily influenced by varying factors. Foremost of these factors is instructional design utilized by the teacher.

INTRODUCTION

Contemporary times have witnessed a continuous and fast rise in social demands for quality education. That is why higher education institutions today are confronted with a multitude of challenges both internally and externally that have a long lasting impact on their operations. This reality calls for more intensified effort towards making the educational experience meaningful and in a pragmatic sense, functional. The school, therefore, is charged with the enormous task of providing rich and varied opportunities for students to enjoy the comforts of home, away from home and attain maximum development in facing the challenges in the future. The University of Cebu-Banilad is not an exception from that reality. One of the important and necessary internal aspects of the institution is the existence of a library system which can be considered as a central nerve of information of any educational institution. It also performs as the support system of education and the heart of the teaching-learning process. The primary function of the library is to support the two of the trifocal functions of the higher education institutions which are instruction and research.

Libraries are one of the institutions which have the essential role in developing literacy and education in the community. Although the library is vital to any formal education, the services it provides are also necessary by anyone including the adults who are already earning and at the same time at the verge of improving one's education, whether at the corrective, purposeful or advanced educational level (Onohwakpor, 2005).

In the impact study at Colorado Academic Library, the undergraduates' survey showed that they make use approximately the same length of time in using library resources tenuously and at the library. Overall, students estimated that 53 % of the time was used in accessing library information resources and was spent at the library while 47 % of this time was used accessing the library distantly. Nevertheless, approximated percentages could be greatly erratic between various entities. The students mentioned these significant reasons why they utilized the college or university library: a conducive space for study; accessibility of computers and other electronic resources; existence of learning materials; and accessible location.

Among the library services, the following were commonly utilized: computer access, electronic database/article access, traditional printed resources, and a place for study and meeting. Undergraduates learn about using library information resources in a variety of ways. The students said that they learned primarily from other students and personal experience. Some received instruction from faculty regarding library resources and assistance from library personnel and library instruction incorporated into other courses were also usual means that undergraduates found out about using these resources. The key findings from the faculty survey showed that bibliographic instruction and information literacy appeared to be important. Most of the faculty members pointed out that, in few instances, they encompass bibliographic instruction or information literacy meeting in their undergraduate subjects. The faculty respondents usually put print materials on reserve. (Dickenson, 2006).

The study of Laspiñas (2013) on Library Marketing: A Promotional Strategy showed that that the school libraries utilized monthly bulletin board display while the school and academic libraries frequently do some regular library orientation and instructions; and disseminate new acquired resources, library brochures and guides to the students, faculty, other school personnel. Further, there were varying library promotional strategies employed by the students and they were aware of the available library services and resources. The library statistical data showed that 95% of the students and faculty members utilized the library. Finally, the users made use of the library out of their own volition; they located the books in the shelves and were made aware of the rules and regulations of the library.

The University of Cebu like any other academic institutions, aspires to become a high performing and effective organization which can provide high satisfaction to all its stakeholders. However, the present utilization of the library services and resources is relatively lower compared to the ideal level and based on the interview. The two groups of stakeholders who are the primary users of the library facilities and its services were not even aware of the existence of some library services and resources such as journals, new acquisition listings, handouts, posters, flyers and many more. This concern has prodded the proponents to conduct a study to know the extent of awareness and utilization of library services and the factors that affect the utilization.

FRAMEWORK

This study is anchored on the Theory of Skill Approach to Information Literacy of Michael Eisenberg which states that information literacy (IL)

imparts students with the necessary skills to fully utilize the existing information resources and to assimilate these into successful subject results. It is an array of proficiency and knowledge that permits a person to discover, assess, and employ the necessary information, as well as to filter out the information which is not needed. IL proficiency is the essential means that would help a person to traverse the current and upcoming setting of data and technology which influence any one in various situations may it be in an industry, academic and leisure setting (Eisenberg, 2010).

One of the important aspects of IL is the flexible learning. He emphasized that the shift towards flexible learning is the matter of redefining the relationships in the teaching and learning environment. These are the considerable opportunities for closer collaboration between librarians and teachers so that students can gain information on literacy skills. Flexible learning aims to maximize the use of information resources so that the teacher's contribution becomes simply one of many resources. The teachers move from being the central imparter of information to a broader spread of information from which the student is required to choose relevant and accurate information in library resources.

IL concept pertains to the capacity to be familiar with the necessary data and utilize these data efficiently. This has been the emerging issue in the academic sector or in the work setting since managers have possibly taken extra attention to the necessity for computer and information technology proficiency. The current concept of IL which could be significant to the business industry is now starting to show as a result of qualitative investigation on how professional workers go through the efficient usage of information (Bruce,1998).

The new requirements of flexible learning go well beyond changes in teaching practices that include teaching approaches, school programs, projects and assessment. The change to flexible learning places the library even more centrally in the teaching and learning processes, thus, necessitating closer collaboration between teachers and librarians which requires the students to develop information on literacy skills. Thus, the first part of the study looked into the level of awareness and extent of utilization of the library services of the University of Cebu-Banilad based on the responses from faculty and students who are the intended users of the library.

A. Library services

The academic library is considered as the center of knowledge development since it offers a venue for studying, doing research work and enhancing of knowledge for both the students and faculty. So, the librarians and library personnel have the task of giving variety of services and resources to the users according to the needs and requirements for different purposes.

With the introduction of online databases, online catalogs, CD-ROMs, other electronic resources, recent means of record transfer and entrée to data, the function of the school library has begun to transform. With the presence of Internet and innovative methods of accessing to the large number of databases, abstracts and indexes, the kind of services that the library can provide to the users has grown tremendously. Thereby, it is not necessary for the students to be in the library in order avail its resources. The Internet has exposed the library resources especially to the faculty and students to the vast World Wide Web. Nowadays, it is easy for the students to make use of the libraries' resources, such as online catalogs and free databases remotely. (Simmonds & Andaleeb, 2001).

Another component of this study was to examine the factors that affect the utilization of the UC-Banilad library such as instructional design, use of textbook in the classroom, library promotion strategy and current awareness services.

B. Instructional Design

Instruction design is the primary factor that affects library utilization. This factor had been found out to have a vital impact on the students' perception towards the library and how it can enrich the knowledge across various courses.

Even student teachers bring pre-existing beliefs about teaching, learning, children and culture to their teaching preparation experience. These powerful influences create deeply ingrained schemas that can be difficult to alter. For teachers to create meaningful, culturally relevant instruction, they first need to develop deeper self-knowledge about how their backgrounds and beliefs might shape their instructional strategy and their student's self-perceptions (Howard, 2003).

Another challenge is equipping teachers with the ability to analyze their teaching to learn from teaching. Teacher preparation programs need to address this critical competency to ensure that their graduates become expert teachers (Hiebert, 2007).

Instructional strategy can be a useful tool in helping novice teachers to think more like experts. In a review of teacher planning, it was revealed that logical

planning allows neophyte teachers with a structure for enhancing a personal lecture design. The systematic approach is something inherent in the field of instructional design and the number of design models represents it.(Clark & Peterson, 1986).

All curriculum and teaching decisions are made based on how best facilitate desired outcomes leading to a more efficient teacher lesson design which is opposite to the conventional method of lesson planning. The design of the course keeps up the intended learning output. The result fits library instruction very well in that librarians want students to have certain information seeking skills as an outcome of library instruction.

Instructional design is a widely-acknowledged system of planning, implementing and evaluating education (Gagne, 2005). Historically, instructional design was recognized for the use in the military, and now gradually has become more mainstream in teacher education programs. The premise of instructional design is to make learning efficient.

C. Use of textbook in the classroom

This refers to material that the teacher will use as the primary source of information in a particular subject/course. It will also become the students' foremost guide in the classroom learning.

Textbooks are, of course, important sources for what knowledge. Treated critically that can also be a source for developing the students' appreciation of the nature of that knowledge of the how of history. As sources that enable us to make the point that historical knowledge, whether school-based or otherwise, is always produced by someone and that it is owned, controlled and subject to change. Mining, these sources, can allow to explore both the-what and the-how of the history (Edwards, 2008).

Edwards (2008) opined that textbooks are also the professional community's oldest classroom resource, yet surprisingly, our least examined. Where we have become accustomed as a rule to bringing a critical eye to all types of historical sources, we turn a blind eye to textbooks. Textbook accounts are always of their time: influenced by trends in academic writing, keeping pace with changing approaches to the teaching history and responding to political, social and cultural influences.

It was found out in studies pertaining to textbooks, that the presence of this primary reference material, in poor nations is closely linked with higher academic performance. These key results founded more on quantitative researches that offer

few information concerning the students' access to and utilization of books, and the real communication between teachers, students and textbooks. This research study of classrooms in a government-owned primary school in Ghana depicts on examination, interviews and focus group discussions with arrangements, classroom management, and instructor's knowledge of the official textbook policy (Brunsdale,2000).

D. Library Promotion Strategy

It refers to the different strategies used by the library personnel to create awareness of the existence of the selection of the library services and resources. It is clearly stated that the librarian should continuously cooperate with the teachers in organizing orientation, films, exhibitions and other library promotions strategy to create awareness to the students of the library services.

The findings of the study of Akor, (2009) on the impact of library instruction programme on the utilization of library services by undergraduate students of Benue University, Makurdi showed that library instruction programme has made the students aware of the existence of library resources and services.

Well-designed libraries come up with a diversified and inventive means to promote the library like constructive public relations, nice and informative displays, effective publications in the form of flyers and newsletters, interactive websites, aggressive advocacy, advertising, direct marketing, book sales, friend's group, contests, good media relations, public presentations and other technologies. Knowledgeable and enthusiastic staff members are also good promotional tools.

Libraries can undertake a number of promotions without an overarching campus event. Special promotional activities can be tied with local or national events, instead of campus activities. Individual campus libraries can successfully implement a promotional campaign as a standalone entity. The library can undertake its activities to "toot its own horn." Libraries can also work with media communications classes to produce radio or television public service announcements spots to run on campus and community.

All public services librarians can promote their library every day in their interactions with their student and faculty customers. In addition, promotional activities can be incorporated into an academic library's marketing plan. Understanding how promotions fit a marketing plan leads librarians to the ideal situation, one where such activities coupled with outstanding device become the standard for which all academic libraries strive.

E. Current awareness services

This refers to the various methodologies employed by the library pertaining to library updates. Library and information services have been providing their users with current awareness services to help them keep track of developments.

People's necessity to keep abreast with the current trends in their aspects of concern has long been known. Similarly, the threat of information overload has been recognized. For a number of years, library and information services have been providing the users with current awareness services to assist them to keep up with the present improvements. Different from the nostalgic search services, which explore starting from the earlier published data, and have it noticed by the users. More recently, Martin and Metcalfe (2001) have reinforced the importance of librarians' continuing to embrace the modelling principle of current awareness services as a tool of relevance and as a function for remaining visible to their users. Nesbeitt and Gordon (2002) explicitly link the use of current awareness services to career development to librarians.

Acquisition librarians operate in a dynamic environment requiring constant alertness to new developments. Current awareness services particularly those are unrestricted can aid both teachers and students to be informed with the newest developments of the publisher and other information of the supplier, changes in a particular field of procurement, activities significant to a professional career enhancement, new titles and conference information. Current awareness includes services such as: table of contents, automatic notification from the table of contents, book alerting services, SDI or alert services available through aggregate services, e-newsletters, newspapers filtering services, monitoring through intelligent agents, Website update notification, groups and electronic mailing lists, and personalised Web pages (Fourie, 2003).

Acquisitions form an important connection in the routine of request, selection, publication and giving of materials for library usage. Acquisition librarians are expected to acquire material as quickly and as economically as possible. Simultaneously, they have to provide services that address the needs of the clientele with consideration to the recent changes in the organization as well as the existing trends in the outside world of publishers and suppliers (Chapman & Chapman, 2004).

Opportune availment to appropriate, quality information is often related with authority, development and affluence. This action is essential in a dynamic work environment faced with rapid developments such as e-commerce, micropayments, and digital certificates for authentication. Changes in the publishing world and

new acquisition procedures also have dramatic implications for acquisition's librarians.

Furthermore, for an academic institution just like the University of Cebu-Banilad, a library is usually a source of information for teachers and students who seek additional data for a particular field of study. The willingness of the teachers and students to exert effort beyond the routine classroom learning activity based on the norm of the learning process is essential for effective learning performance.

Maintaining the educational institutions could be interpreted to uplift the organization by exercising discretionary citizenship. Regarding the cooperative system, Katz and Khan (1978) extended this argument further. In any academic institution, the system could break down where it not for the "countless acts of cooperation" exhibited by its stakeholders especially the teachers and students.

The library as an essential partner of the educational process has become a center of learning activities where varieties of reading and instructional materials are provided to numerous users. So, library resources should be relevant, responsive, and meaningful to the needs and demands of its clientele. As a dynamic force in the educational system, library also needs to grow and improve in terms of services and resources.

OBJECTIVES OF THE STUDY

The study assessed the level of awareness and extent of utilization of the library services and resources at the University of Cebu-Banilad as perceived by its faculty and students. The researchers were prodded to conduct the study because, at present, the utilization of the library services and resources is at a lower level compared to the ideal and the intended users of this academic facility were not even aware of the existence of the some of the library services.

METHODOLOGY

The research utilized the descriptive correlation design using a researcher-made questionnaire as a tool of data collection. The instrument consisted of two parts: the first involved the level of awareness and extent of utilization of the library. The tool consisted of the list of all the available library services and resources based on the data provided by the chief librarian and then the respondents were made to rate their answers using 4-point rating scale. The second part examines the various factors that affect the utilization of the library. The reliability of

the instrument was tested by means of conducting a dry run among the non-teaching staff of the University of Cebu-Banilad. These non-teaching staff will not be included as the actual respondents of the study. The copies of the survey instruments were distributed, and the questions were explained to them. The accomplished questionnaires were collected, and the results were tallied and tabulated. The incidence of non-response on the questionnaire and the trend of responses were noted and then all the dry-run respondents were able to answer all the questions with a reasonable range of variation. The instrument was finalized for distribution to the actual respondents.

 The investigation was done at the University of Cebu-Banilad. It is a private educational institution that provides quality education at low tuition fees and is located at Gov. Cuenco Avenue, Banilad, Cebu City.

With the use of purposive sampling method, there were one hundred fifty-one (151) faculty member-respondents while using the Slovin's formula, there were three hundred eighty (380) student-respondents. In analyzing the results, weighted mean was used to analyze the level of awareness and extent utilization of the University of Cebu-Banilad library service. Further, Pearson R was utilized to test the relationship between the level of awareness and extent of utilization of the library.

The researchers sought permission to conduct the study from the campus administrator of UC-Banilad. Once the approval was granted, the proponents personally administered the survey questionnaires to the faculty members and the students.

RESULTS AND DISCUSSION

The data on table 1 shows the level of awareness of the faculty members and students on the UC-Banilad library services and resources while Table 2 presents the data on their extent of utilization of library services. The salient findings of the assessment showed that majority the faculty and students were aware of the existence of library services such as circulation, photocopy services, Online Public Access Catalog (OPAC), access to data bases and in-house index, etc. and other resources such as reference book collections, periodicals, poster and stamps and many more.

Table 1. Level of Awareness of Library Services and Resources

Indicators	Faculty		Students		Item Average	
	μ	Interpretation	μ	Interpretation	μ	Interpretation
1. Library Services	2.98	A	2.80	A	2.89	Aware
2. Library Resources	3.10	A	2.77	A	2.94	Aware
General Average	**3.04**	**A**	**2.79**	**A**	**2.91**	**Aware**

The group average of 2.91 denoted that both the faculty and students answered that they were aware of the existence of library services and resources based on the general average of 3.04 (faculty) and 2.79 (students).

These findings manifested that the intended library users had a high degree of knowledge on the existence of the library services and resources. However, there is still certain level of effort that must be done by the concerned stakeholder/s of the institution so that the intended users of the library will be able to gain full awareness.

Table 2. Extent of Utilization of the Library Service and Resources

Indicators	Faculty		Students		Item Average	
	μ	Interpretation	μ	Interpretation	μ	Interpretation
1. Library Services	2.91	GE	2.78	GE	2.84	Great Extent
2. Library Resources	2.90	GE	2.79	GE	2.85	Great Extent
General	2.90	GE	2.79	GE	2.84	Great Extent

The group average of 2.84 denoted that the faculty and students utilized at a great extent the library based on the general average of 2.90 representing the assessment made by the faculty and 2.79 from the students.

The findings mean that the library was utilized by the two groups of users at a higher degree but there is still a need to intensify the library promotional activity and current awareness so to sustain the great extent of usage this facility.

Table 3. Data on the various factors which affect library utilization

Indicators	Faculty		Students		Item Average	
	μ	Interpretation	μ	Interpretation	μ	Interpretation
Teacher's Lesson Design	3.04	Agree	2.70	Agree	2.87	Agree
Use of Textbook in the Classroom	2.84	Agree	2.85	Agree	2.84	Agree
Library Promotional Strategy	3.07	Agree	2.79	Agree	2.93	Agree
Current Awareness services	2.74	Agree	2.62	Agree	2.68	Agree
General	2.92	Agree	2.74	Agree	2.83	Agree

Legend:

Range Interpretation
3.26-4.00 Strongly Disagree (SA)
2.51-3.25 Agree (A)
1.76-2.50 Disagree (D)
1.00-1.75 Strongly Disagree (SD)

A general average of 2.92 from the faculty and 2.74 from the students indicated that the respondents agreed that certain factors in the academic institutions and the system itself prompted them to make use of the library services and resources.

The respondents agreed that instructional design of the teachers influenced them to make the most of what the library can offer to them being the primary users of that educational facility as evidenced by factor average of 2.87. Within this purview, instructional design primarily encourages students to be curious and be doing research for more knowledge and information.

Use of textbook in the classroom was another important antecedent that had a significant influence on the respondents' usage of the library as evidenced by factor average of 2.84. This result signified that the teacher should encourage his/her students to widen their knowledge so that they will not just rely on the contents of the classroom textbook, but they would go to the library to make a research.

When it comes to library promotion strategy, the respondents agreed as shown by factor average of 2.93 that the librarian's way of promoting the library services affected the awareness of the users and manner of using such facility. The methodology used can be more active rather than passive to assure that there is

a positive response.

Lastly, the respondents agreed that current awareness awareness of the library services was a tool that enabled the primary users to know the library updates for they had the right to know about the different activities that the library conducted.

This result concurs Onohwakpor's (2005) statement that libraries are one of the institutions which has essential role in developing literacy and education in the community. Although the library is vital to any formal education, the services it provides are also necessary by anyone including the adults who are already earning and at the same time at the verge of improving ones education, whether at the corrective, purposeful or advanced educational level.

Table 4. Results on the test of the hypothesis on the significant relationship between the level of awareness and extent of utilization library

Variables	Pearson R	Interpretation	T-test Computed Value	T-test Tabular Value	Interpretation
Level of Awareness and Extent of the Utilization of the Library Services	0.83	High Correlation	3.283	2.021	Significant
Level of Awareness and Extent of Utilization of the Library Resources	0.86	High Correlation	3.763	2.101	Significant
Overall	0.845	High Correlation	3.523	2.061	Significant

Using Pearson R, the data showed that there is a high correlation between the level of awareness and extent of utilization of the library services. This means that there is a significant relationship between the two variables in this study in which the hypothesis that "there is no significant relationship between awareness and utilization" was rejected.

The bases for analysis on level of awareness and extent of utilization of the University of Cebu-Banilad library services and resources as well as the factors that affect their utilization, were responses made by the faculty and the students. The data were analyzed using weighted mean. For the test of significant relationship between the level of awareness and extent of utilization, Pearson R was used.

CONCLUSIONS

The study investigated the awareness and utilization of library services and resources of UC-Banilad. Currently, library services and resources are considered extremely significant tools for effective teaching and learning at present time where multitude of challenges in the academe exists. When the students are fully aware of the library services and recognize their role on enhancing their learning then they will utilize them fully. Among the varying factors, the instructional design applied by the teachers primarily stimulates the utilization of the library as well as how the library positioned itself to its primary users.

The response of the university on the current challenge of providing student-centered education can be filled by the provision of a library system that answers the needs of the primary clientele of an educational institution. Therefore, the library shall function efficiently in affording literacy and education especially to the learning community.

Therefore, teachers and administrators need to revisit certain aspects of their operating policies and mandate to enhance the utilization of the library services and resources and plan effective information literacy program.

TRANSLATIONAL RESEARCH

Since the chief factor that stimulates the usage of the library is teacher's lesson design, the deans, program heads as well as the faculty members will be part in the committee who will implement the intervention activities and measures to improve and sustain the utilization of the library services and resources since they are the ones who have a constant contact and have the authority to require the students to make use of the library facility based on the teaching strategy that they are employing. In this manner, the quality of the education that university is providing to the students as a whole will also be enhanced because their usage of the library will open them to the wider world of knowledge which they cannot obtain in the classroom.

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