

## LEAD SECONDARY X LIBRARIES IN AN ISLAND: A COMPETITIVE ADVANTAGE

NATHANIEL G. GIDO<sup>1</sup>, LIGAYA A. BATIANCILA<sup>2</sup>, CATHERINE R. OFQUERIA<sup>2</sup>,  
CHITO R. VILLACAMPA<sup>2</sup>, BLETH STEPHANIE T. PACILAN<sup>2</sup> and EMELITA G.  
POSTRERO<sup>1</sup>

<sup>1</sup> Madridejos Community College, Madridejos, Cebu Philippines.

<sup>2</sup> Bantayan National High School, Bantayan, Cebu Philippines.

### Abstract

The school library offers students the opportunity to pursue their interests in learning outside of the required curriculum in addition to a selection of books based on the curriculum. It looked at the relevant information library patrons in the respondent groups had, how they felt about the secondary school libraries that were the focus of the study and the best practices that those libraries followed. Three out of every three school administrators completed a master's degree with units; two (66.67 percent) had a science major; Three went every week, or 100%; and three, or 50%, observed the library. Of the nine master instructors, 55.56 had earned a master's degree, with 22.22 percent focusing on English, TLE, science, or Filipino. With a combined 2 or 22.22 percent, Filipino, Math, Science, and TLE were the most frequently studied subjects. 31.33 percent of respondents had never been to a library, while 11.11 percent had done so twice a month, once a week, or twice a week. 3 or 33.33 percent of them went to the library to get new information, check out books, or return them. 40 people, or 24.69 percent, go to the library once a week, while ten people, or 6.17 percent, go there every day. Regarding teachers, one has a doctorate or 11.11 percent, and 74, or 45.68 percent, have bachelor's degrees with units from master's programs. Out of the 461 students, 114, or 24.73 percent, had never visited the library. Thirty, or 18.52 percent, majored in English, three, or 1.85 percent, in ABM, 25 (or 15.43), in TLE, and two (or 1.23 percent) in A. 52 of them, or 32.10 percent, went there to read books, and 10 or 8 of them, or 4.94 percent, went there to wait for the next class. During the casual conversation, their library functioned as a classroom when Typhoon Yolanda struck. Despite its small size and lack of books, the library was used for other purposes. During lunch or when their teachers were not present in the classroom, only 176 students, or 18.86 percent of the total students, used the library to study. With a general AWM of 1.70, the respondent groups found that the five library components' physical facilities were adequate; With general AWMs of 1.67 and 1.8, the librarian, support staff, and library programs and services were rated as satisfactory; general AWMs of 1.65 and 1.59, respectively, it was discovered that neither the library collections nor the funding sources were sufficient. With an overall AWM of 1.66, the results for the x Libraries' library components were subpar and inadequate. The Department of Education did not consider the library an essential part of the school because of the large number of students that came in each year. As a result, some of the spaces were turned into classrooms.

**Keywords:** Competitive advantage, Island Libraries, Lead school, Philippines

### INTRODUCTION

In addition to providing students with opportunities to learn at their level of inquiry outside of the prescribed curriculum, the school library also offers a wealth of resources that are based on the curriculum. 2010 (Goodin) Children read more and do better on reading tests when they have access to good libraries with a lot of good books and enough staff, according to research. Public libraries are typically the only possible source of reading materials for children living

in poverty.2004 Krashen). Over 21 state studies show that school librarians and school libraries help students succeed academically, learn for life, learn skills for the 21st century, and read. The library team of a state-certified licensed librarian is supported by clerical assistance in a strong school library; has the most recent technology, equipment, books, and materials; includes ongoing collaboration between school librarians and classroom teachers, and encourages the growth of digital literacy skills. The importance of libraries in educating Filipino youth and the advantages of continuing education cannot be overstated (Kachel, 2011). Libraries are an essential component of the educational system in the Philippines because they provide access to a wide range of informational resources in a variety of formats. These resources can be found in library media, learning resource centers, and other educational establishments. A well-functioning school library significantly enhances the standard of fundamental education. Steps must be taken toward their regular evaluation with clear prospects for improvement and development for the school libraries to fully fulfill their functions and support their role as an integral part of the educational process. The library, which is regarded as the educational institution's heart, may have an impact on the educational system's operation (DepEd Order, 56:2011). The school library plays a crucial role in teaching and learning. The school library makes the work of the classroom teacher easier and makes sure that every student has equal access to resources, no matter what opportunities or constraints they have at home. The school library's design, digital platform, strategies, and tools change with pedagogy and technology, but its function remains the same. Services and programs offered by school libraries aim to:

1. Develop and create motivating, adaptable, and physical and digital learning environments.
2. Run independent learning programs that combine technologies and information sources.
3. Equip students with the abilities they need to succeed in an environment that is constantly shifting in terms of technology, society, and the economy.
4. Plan, implement, and evaluate inquiry-based programs with classroom teachers to ensure that students acquire the skills to collect, critically analyze, and organize information, solve problems, and communicate their findings.
5. Provide and promote high-quality fiction to cultivate and maintain a habit of pleasure reading among students and to enhance their intellectual, aesthetic, cultural, and emotional development.
6. Provide a wide range of curriculum resources, including fiction and nonfiction, digital, print, audio, and video, and ensure that all students have equal access to them to accommodate a variety of learning and teaching styles.
7. Give teachers access to information about the curriculum and resources for professional development both inside and outside the school; and opportunities to plan, execute, and evaluate learning programs together. (Wegner and others,2007)).

The Department of Education (DepEd) has issued a DepEd Order copy of the Standards for Philippine Libraries to be adopted by all libraries nationwide. (DepEd Order, 56: 2011). These standards have been formulated by the Philippine Regulation Commission (PRC) through the Professional Regulatory Board for Librarians (PRBFL) as mandated by the Government under Article II, Section 8 of Republic Act (RA) No. 9246 known as the Philippine Librarianship Act of 2004 “ to adopt policies and standards for all types of libraries, librarians and the practice of librarianship and to come up with the minimum standards that define the basic resources required for a functional library in the Philippine Setting.” The issuance of Standards for Philippine Libraries aims to improve the access, usage, administration, management, and collection of libraries.

This also serves as a reference tool or quality service guidelines to attain quality service and to make the libraries in the country functional. Observations, however, show that despite the thrust of the DepEd based on the indicated issuance regarding the school library as basic support in the pursuance of basic education, both at the elementary and secondary levels, the conditions of the lead secondary school libraries in the entire x, Division of Cebu Province need to be improved to meet the basic reading needs of the secondary students, their teachers, and some community stakeholders. The concern to improve the Lead Secondary School Libraries prompted the researcher who has been a teacher-librarian for fifteen (15) years in her school to conduct a study on the Lead Secondary Schools in the X Island Cebu, Division of Cebu Province. Besides, she had been the president of the X Island Association of School Teachers - Librarians (BIASTL) which was founded on July 2009. This is thought to upgrade the said libraries and help make the association functional by providing the relevant and the most effective services in the present era of information explosion. An assessment and a consequent identification of the strengths and the weaknesses of the secondary school libraries in the research locale can lead to solutions to concerns and challenges that might have to abound. This study, therefore, is geared to determine the status of the lead secondary schools' libraries and consequently formulate a five-year development plan to improve their functionality and development in the Island of X, Division of Cebu Province.

Table 1 below presented the information of the school principals/administrators of the lead secondary school libraries in X Island. The finding showed that 3 or 100 per cent of the school principals finished their baccalaureate, with units in a master program. This finding expressed their desire for professional advancement by upgrading their professional career. This implies that most of the school principals are very much willing in pursuing their graduate studies for continued professional development, however, due to their dedication to their administrative and supervisory functions in the school where they are in and the unavailability of the graduate school in the island, they were not able to finish their master's or doctor's degree as this was not part of their educational qualification as school principals/ administrators. In terms of the major field of specialization of the school principals/administrators, this was presented in Table 2, with the following details: two or 66.67 per cent studied in science; and one or 33.33 per cent specialized in Technology and Home Economics.

**Table 1**  
Relevant Information of the School Principals/Administrators  
of the Lead Secondary School Libraries  
N=3

Indicator	f	%
<b>Educational Qualification</b>		
Baccalaureate, with units in master program	3	100.00
<b>Total</b>	<b>3</b>	<b>100.00</b>
<b>Major field of specialization</b>		
Technology and Home Economics	1	33.33
Science	2	66.67
<b>Total</b>	<b>3</b>	<b>100.00</b>
<b>Frequency of Library Visitation</b>		
Once a week	3	100.00
<b>Total</b>	<b>3</b>	<b>100.00</b>
<b>Reasons for the library visitation</b>		
Borrowing/ returning books	1	16.67
Conferring with the librarian	2	33.33
Monitoring library resources or facilities	3	50.00
<b>Total</b>	<b>6</b>	<b>100.00</b>

**Table 2**  
Relevant Information of the Master Teachers of the  
Lead Secondary School Libraries  
N=9

Indicator	Master Teachers	
	f	%
<b>Educational Qualification</b>		
Doctorate	1	11.11
Master, with units in a doctorate program	3	33.33
Master	5	55.56
<b>Total</b>	<b>9</b>	<b>100.00</b>
<b>Major field of Specialization</b>		
English	2	22.22
MAPEH	1	11.11
Technology and Home Economics	2	22.22
Mathematics	2	22.22
Science	2	22.22
<b>Total</b>	<b>9</b>	<b>100.00</b>
<b>Subjects Handled</b>		
Filipino	2	22.22
MAPEH	1	11.11
Technology and Home Economics	2	22.22
Mathematics	2	22.22
Science	2	22.22
<b>Total</b>	<b>9</b>	<b>100.00</b>
<b>Frequency of Library Visitation</b>		
Two -three times a week	1	11.11
Twice a month	1	11.11
Once a month	2	22.22
Had not gone to the library	3	33.33
<b>Total</b>	<b>9</b>	<b>100.00</b>
<b>Reasons for the Library Visitation</b>		
Updating knowledge	3	33.33
Borrowing /returning books	3	33.33
Reading library materials	1	11.11
Conferring with the librarian	1	11.11
Conferring with other teachers	1	11.11
<b>Total</b>	<b>9</b>	<b>100.00</b>

Table 2 revealed the relevant information in the lead secondary school libraries in the research locale. There were nine respondent master teachers during the time of research. In terms of educational qualification, there were one or 11.11 per cent graduate of doctorate program; the rests were master's degree holder with units in doctorate program, with 3 or 33.33 per cent and

five or 55.56 per cent master teachers who were graduate of master's program. The result implies that most of the master teachers were purposive in their advance studies. They obtain graduate studies so that they can be qualified in cases of promotion, and the same time, for some sort of a personal and professional growth.

**Table 3**  
**Relevant Information of the Teachers of the Lead Secondary School Libraries**  
**N-162**

Indicator	Teachers N=162	
	f	%
<b>Educational Qualification</b>		
Doctorate	1	0.62
Master, with units in a doctorate program	6	3.70
Master	13	8.02
Baccalaureate, with units in a master program	74	45.68
Baccalaureate	68	41.98
<b>Total</b>	<b>162</b>	<b>100</b>
<b>Baccalaureate Specialization</b>		
English	30	18.52
Filipino	14	8.64
Aralin Panlipunan	19	11.73
Edukasyon sa Pagpapahalaga	4	2.47
MAPEH	13	8.02
Technology and Home Economics	26	16.05
Mathematics	27	16.67
Science	22	13.58
ABM	3	1.85
<b>Total</b>	<b>162</b>	<b>100</b>
<b>Subjects Taught</b>		
English	20	12.35
Filipino	22	13.58
Aralin Panlipunan	20	12.35
Edukasyon sa Pagpapahalaga	21	12.96
MAPEH	23	14.20
Technology and Home Economics	25	15.43
Mathematics	24	14.81
Science	21	12.96
ABM	2	1.23
<b>Total</b>	<b>162</b>	<b>100</b>
<b>Frequency of Library Visitation</b>		
Daily	10	6.17
Two -three times a week	20	12.35
Once a week	40	24.69
Three times a month	14	8.64
Twice a month	14	8.64
Once a month	36	22.46
Had not gone to the library	26	16.05
<b>Total</b>	<b>162</b>	<b>100</b>
<b>Reasons for the Library Visitation</b>		
Updating knowledge	42	25.93
Making lesson plans	13	8.02
Borrowing /returning books	46	29.63
Reading library materials	52	32.10
Reading for pleasure and relaxation	16	9.88
Conferring with the librarian	16	9.88
Meeting with individual students	13	8.02
Conferring with other teachers	13	8.02
Spending free periods	11	6.79
Waiting for the next class	8	4.94
<b>Total</b>	<b>162</b>	<b>100</b>

From the data, it would be earnest to note that teachers visited the library to utilize materials for supplementary reading in teaching their subjects handled. This implies that teachers as library client/patron may resort to higher library utilization for research and additional reading instructions to their students in addition to what they experienced in their respective classroom.

**Table 4**  
**Relevant Information of the Learners of the Lead Secondary School Libraries**  
**N=461**

<b>Frequency of Library Visitation</b>	<b>f</b>	<b>%</b>
Daily	33	7.16
Two -three times a week	61	13.23
Once a week	53	11.50
Three times a month	58	12.58
Twice a month	45	9.76
Once a month	97	21.04
Had not gone to the library	114	24.73
<b>Total</b>	<b>461</b>	<b>100</b>
<b>Reasons of the Library Visitation</b>	<b>f</b>	<b>%</b>
Studying Lesson	176	16.86
Doing homework by using library books and other materials	175	16.76
Doing homework using own books	80	7.66
Researching for a term paper or report	125	11.97
Supplementing or adding what was learned from the textbooks	38	3.64
Enhancing reading skills	65	6.23
Reading newspapers and magazines	79	7.57
Reading for pleasure and relaxation	63	6.03
Having some materials being copied	27	2.59
Borrowing/returning books	72	6.90
Spending free periods	83	7.95
Waiting for the next class	61	5.84
<b>Total</b>	<b>1044</b>	<b>100</b>

Table 4 specified the frequency of library visitation of the respondent learners. As the table showed, 33 or 7.16 per cent visited the library daily, 45 or 9.76 per cent visited twice a month and 53 or once a week visited weekly. A great number of number population and percentage had not gone to the library, with 114 or 24.73 per cent and 97 or 21.04 per cent once a month.

Generally, the data revealed that the students' time in visiting the library is affected by their class schedule. Thus, visiting the library is not their priority like the other respondents- school principals, master teachers and teachers. Learners tend to visit the library if their teachers assigned research or further readings about their lessons.

**Table 5**  
**Level of Perception On The Lead Secondary Schools Libraries Among**  
**the Respondent Groups As To Physical Facilities**  
**N-635**

Indicator	School Principals/ Administrators N=3		Master Teachers N=9		Teachers N=162		Students N=461	
	WM	VD	W	VD	W	VD	W	VD
<b>Physical Set-up</b>								
Library building and facilities	1.67	A	1	LA	1.7	A	1.4	LA
The facilities arrangements and	2.00	A	1	A	1.8	A	1.8	A
<b>Sub-AWM/AVD</b>	<b>1.83</b>	<b>A</b>	<b>1</b>	<b>LA</b>	<b>1.7</b>	<b>A</b>	<b>1.6</b>	<b>LA</b>
<b>Furniture</b>								
Library reading tables	1.00	LA	1	LA	1.8	A	1.9	A
Armless chairs	1.67	A	1	A	1.8	A	1.8	A
Charging desk/Circulation	1.67	A	1	LA	1.7	A	1.6	LA
Card Catalog Cabinet	1.67	A	1	A	1.8	A	1.8	A
Book Shelf	1.67	A	1	LA	1.8	A	2.1	A
Dictionary and Atlas stand	2.33	A	1	LA	1.6	LA	2.0	A
Vertical File	1.67	A	1	LA	1.7	A	1.8	A
Bulletin Board	1.67	A	1	LA	1.6	A	1.9	A
<b>Sub-AWM/AVD</b>	<b>1.75</b>	<b>A</b>	<b>1</b>	<b>LA</b>	<b>1.8</b>	<b>A</b>	<b>1.9</b>	<b>A</b>
<b>Equipment</b>								
Typewriter	1.00	LA	1	LA	1.1	LA	1.3	LA
Computer with printer	1.67	A	1	LA	1.6	LA	1.5	LA
Projector	1.00	LA	1	LA	1.7	A	1.4	LA
Television Set	1.67	A	1	LA	1.2	LA	1.3	LA
Cassette tape player	1.00	LA	1	LA	1.2	LA	1.1	LA
Video Tape Player	1.67	A	1	LA	1.1	LA	1.2	LA
Headphone	1.00	LA	1	LA	1.1	LA	1.2	LA
Microphone	1.00	LA	1	LA	1.1	LA	1.4	LA
CD/DVD Player	1.00	LA	1	LA	1.4	LA	1.3	LA
Internet	2.33	A	1	LA	1.5	LA	2.0	A
<b>Sub-AWM/AVD</b>	<b>1.33</b>	<b>LA</b>	<b>1</b>	<b>LA</b>	<b>1.4</b>	<b>LA</b>	<b>1.4</b>	<b>LA</b>
<b>General AWM/AVD</b>	<b>1.64</b>	<b>LA</b>	<b>1</b>	<b>LA</b>	<b>1.6</b>	<b>LA</b>	<b>1.6</b>	<b>LA</b>

Legend:

VA	(Very Adequate)	2.34-3.00	WM-	Weighted Mean
A	(Adequate)	1.67- 2.33	VD---	Verbal Description
LA	(Less Adequate)	1.00-1.66		

Table 5 also indicated the relevant information of the physical facilities, with the sub-indicators as physical set-up, furniture and equipment as perceived by the respondent teachers. As shown in the table, physical facilities had an AWM of 1.75 with an AVD of Adequate in general, with the herein detailed presentations on the sub-indicators as presented. Library building and facilities, with a WM of 1.70 and Adequate ---the facilities arrangements and display help create for learning, with a WM of 1.80. The data revealed that there was some considerable library space/room in the research locale; however, this was not attractive as it was not fully arranged well, thus, it would distract instead, the library users.

**Table 6**  
**Level of Perception On The Lead Secondary Schools Libraries Among**  
**the Respondent Groups As to Librarian and Support Staff**  
**N-635**

Indicator	School Principals N=3		Master Teachers N=9		Teachers N=162		Students N=461	
	W	D	W	D	W	D	W	D
<b>Librarian and Support Staff</b>								
<b>Enrolment: Teacher-Librarian Ratio</b>								
Exhibited minimum teacher-librarian service	1.67	S	1.33	LS	1.7	S	1.56	LS
Support staff as provided to assist the teacher-librarian and the clients to circulate materials	1.67	S	1.33	LS	1.59	LS	1.66	LS
<b>Sub-AWM/AVD</b>	<b>1.67</b>	<b>S</b>	<b>1.33</b>	<b>LS</b>	<b>1.64</b>	<b>LS</b>	<b>1.61</b>	<b>LS</b>
<b>Librarian Duties and Responsibilities</b>								
Properly classified/arranged all materials for easy retrieval	2.33	S	1.44	LS	2.10	S	2.04	S
Recorded all library collections and acquisitions	2.33	S	1.67	S	2.00	S	1.87	S
Conducted orientations to clients	2.33	S	1.44	LS	1.85	S	1.52	LS
Initiated a library club and acted as the adviser of the organization	2.67	VS	1.56	LS	1.85	S	1.73	S
Assisted the clients in the use of library materials	1.67	S	1.56	LS	1.89	S	1.67	S
Maintained statistical records of the library, number of users and number of acquisition	2.33	S	1.44	LS	1.96	S	1.65	LS
<b>Sub-AWM/AVD</b>	<b>2.12</b>	<b>S</b>	<b>1.47</b>	<b>LS</b>	<b>1.90</b>	<b>S</b>	<b>1.70</b>	<b>S</b>
<b>General AWM/AVD</b>	<b>1.89</b>	<b>S</b>	<b>1.4</b>	<b>LS</b>	<b>1.77</b>	<b>S</b>	<b>1.65</b>	<b>LS</b>

Legend:  
VA (Very Adequate)  
2.34-3.00  
WM-Weighted Mean A (Adequate)

1.67- 2.33  
LA (Less Adequate) 1.00-1.66  
VD--- Verbal Description

Table 6 is the perceptions as presented according to the descending numerical order of the WM of the sub-indicators and the corresponding VDs, were as follows: On the Enrolment-Teacher-Librarian ratio, 1.67, in further details, as: A minimum teacher-librarian ratio serves the clients, 1, 67 and Support staff is provided to assist the teacher-librarian and the clients and are available to circulate materials, 1.67. The data showed the disappointments of the respondent schools principals/administrator on the absence of librarian items for school library in the basic education sector.

**Table 7**  
**Level of Perception On The Lead Secondary Schools Libraries Among the Respondent Groups As To Library Program and Services N-635**

Indicator	School Principals N=3		Master Teachers N=9		Teachers N=162		Students N=461	
	WM	DR	WM	DR	WM	DR	WM	DR
<b>Librarian Programs and Services</b>								
Hours for Access Services	2.33	S	1.56	LS	1.86	S	1.76	S
Library Orientation/Instructions	2.33	S	1.56	LS	1.85	S	1.79	S
Reading Services	2.33	S	1.56	LS	1.77	S	1.78	S
Reference Services	2.33	S	1.56	LS	1.77	S	1.74	S
Circulation Services	2.33	S	1.56	LS	1.86	S	1.67	S
Current Awareness	2.33	S	1.56	LS	1.81	S	1.80	S
Bibliographic Services	2.33	S	1.56	LS	1.78	S	1.64	S
Catalog Services	2.00	S	1.67	S	1.78	S	1.55	S
Photocopying Services	1.67	S	1.44	LS	1.40	LS	1.46	S
<b>AWM/AVD</b>	<b>2.22</b>	<b>S</b>	<b>1.55</b>	<b>LS</b>	<b>1.76</b>	<b>S</b>	<b>1.68</b>	<b>S</b>

In Table 7, still the data showed the perceptions of the respondent master teachers on the library programs and services of the lead secondary school libraries in X Island. All the items that were indicated by the respondents master teachers collectively as Less Satisfactory, with AWM of 1.55 for all the eight items, based on the detailed perceptions, as presented according to the respective WM, as specified herein, in a numerical downward order, as follows: Catalog Services (Provide, compile, and update card catalogs), 1.67, Hours for Access Services (Hours demonstrate responsiveness to clients), Library Orientation/Instructions (Provides general information about the library); Reading Services (Guides what to read to enhance reading skills); Reference Services (Guide in locating the answers to questions asked); Circulation Services (Borrow and return books); Current Awareness ((Information on the Library Activities); Bibliographic Services (Provide regular listing on the new library materials); and Photocopying Services (Duplicate the needed materials as authorized by the author) 1.67 each.

The said finding implies the general dissatisfaction among the master teachers on the library programs and services in the research locale which poor perceptions need to be improved through good programs and services that can be implemented by the teacher-librarians themselves.

Table 8

Level of Perception on The Lead Secondary School Libraries Among  
Respondent Group as To Library Collections  
N-635

Indicator	School Principals N=3		Master Teachers N=9		Teachers N=182		Students N=481	
	WM	VD	WM	VD	WM	VD	WM	VD
<b>General References</b>								
Encyclopedia	1.76	A	2.00	A	1.95	A	2.08	A
Dictionary	2.67	VA	2.00	A	1.89	A	2.25	A
Atlas	1.67	A	1.44	LA	1.69	A	1.89	A
Almanac	1.67	A	1.44	LA	1.74	A	1.83	A
Book of Knowledge	1.67	A	1.44	LA	1.80	A	1.97	A
Thesaurus	1.67	A	1.78	A	1.74	A	1.79	A
Philippine Yearbook	1.67	A	1.33	LA	1.62	LA	1.85	A
Book of Facts	1.67	A	1.44	LA	1.70	A	1.75	A
Handbooks	1.67	A	1.44	LA	1.64	LA	1.87	A
Literary Classics	3.00	VA	1.44	LA	1.67	A	1.88	A
Book of Etiquette	2.00	A	1.33	LA	1.68	A	1.64	LA
World records	1.67	A	1.44	LA	1.65	LA	1.69	A
Fiction Book (Novel, Pocketbook)	2.33	A	1.33	LA	1.81	A	1.55	LA
<b>Sub-AWM/AVD</b>	<b>1.78</b>	<b>A</b>	<b>1.53</b>	<b>LA</b>	<b>1.80</b>	<b>LA</b>	<b>1.70</b>	<b>A</b>
<b>General Collections</b>								
<b>Reference Books</b>								
Philosophy and Psychology	1.67	A	1.56	LA	1.60	LA	1.90	A
Religion	1.67	A	1.56	LA	1.66	LA	1.81	A
Social Science	1.67	A	1.56	LA	1.69	A	2.06	A
<b>Communication Arts Language</b>								
Communication Arts (English)	2.00	A	1.78	A	1.83	A	2.10	A
Communication Arts (Filipino)	1.67	A	1.56	LA	1.92	A	1.92	A
<b>Pure Science</b>								
Arithmetic and Other mathematics	1.33	LA	1.44	LA	1.75	A	2.15	A
Algebra	1.67	A	1.56	LA	1.99	A	2.15	A
Geometry	1.33	LA	1.44	LA	1.79	A	2.18	A
General Science	2.33	A	1.44	LA	1.81	A	2.09	A
Biology	1.33	LA	1.44	LA	1.81	A	2.19	A
Chemistry	1.67	A	1.44	LA	1.79	A	1.13	LA
Physics	1.67	A	1.67	A	1.72	A	2.04	A
Astronomy and Earth Science	1.67	A	1.67	A	1.73	A	1.95	A
Other Pure Science	1.67	A	1.67	A	1.45	LA	1.81	A
<b>Applied Science</b>								
Technology and Livelihood Education	2.00	A	1.67	A	2.28	A	1.98	A
<b>Art and Recreation</b>								
MAPEH	1.67	A	1.44	LA	1.64	LA	2.20	A
<b>Literature</b>								
English and Filipino literature	1.67	A	1.67	A	1.86	A	2.14	A
<b>Geography and Travel</b>								
History	1.67	A	1.67	A	1.72	A	1.99	A
Biography	1.67	A	1.56	LA	1.72	A	1.96	A
Filipina Books (English and Filipino)	2.33	VA	1.22	LA	1.35	LA	1.70	A
<b>Sub-AWM/AVD</b>	<b>1.72</b>	<b>A</b>	<b>1.81</b>	<b>LA</b>	<b>1.88</b>	<b>LA</b>	<b>1.87</b>	<b>A</b>
<b>Non-book</b>								
Periodicals	1.67	A	1.44	LA	1.80	A	1.74	A
Vertical Files	1.67	A	1.44	LA	1.62	LA	1.67	A
Newspaper Clippings	1.33	LA	1.56	LA	1.7	A	1.72	A
<b>Sub-AWM/AVD</b>	<b>1.67</b>	<b>A</b>	<b>1.48</b>	<b>LA</b>	<b>1.71</b>	<b>A</b>	<b>1.71</b>	<b>A</b>
<b>Audio-Visual Materials/ Equipment (Non-printed)</b>								
Photograph/Chart/illustration	1.33	LA	1.44	LA	1.67	A	1.66	LA
Map	1.33	LA	1.78	A	1.72	A	1.88	A
Globe	1.67	A	1.89	A	1.64	LA	1.92	A
Slide/Serial Projection	1.68	A	1.33	LA	1.41	LA	1.51	LA
Film/Filmstrip Projection	2.00	A	1.44	LA	1.38	LA	1.43	LA
TV/Video Tape/Cassette Recorder	2.00	A	1.44	LA	1.38	LA	1.27	LA
Multimedia Learning Package	1.67	A	1.44	LA	1.44	LA	1.43	LA
<b>Sub-AWM/AVD</b>	<b>1.88</b>	<b>LA</b>	<b>1.54</b>	<b>LA</b>	<b>1.51</b>	<b>LA</b>	<b>1.58</b>	<b>LA</b>
<b>General AWM/AVD</b>	<b>1.70</b>	<b>A</b>	<b>1.54</b>	<b>LA</b>	<b>1.82</b>	<b>LA</b>	<b>1.74</b>	<b>A</b>

Table 8 also showed the perception of the respondents' master teachers in the research locale. As could be seen, the general references collection, was sub-generally perceived as Less Adequate, with AWM of 1.53, with details according to the descending order of the WM, as

follows: Encyclopedia and dictionary, 2.00; Thesaurus, 1.78, Literary classics, Fiction Book (Novel, Pocketbook), Atlas, Book of Knowledge, Philippine Yearbook, Book of Facts, Handbooks, and World Records, all being 1.44, Almanac and Book of etiquette, 1.33 each.

**Table 9**  
**Level of Perception On The Lead Secondary Schools Libraries Among the Respondent Groups As Sources of Fund and Budget N-635**

Sources of Funds and Budget	School Principals/ Administrators N=3		Master Teachers N=9		Teachers N=162		Students N=461	
	WM	VD	WM	VD	WM	VD	WM	VD
DepEd Division Appropriation for Maintenance and Other Operating Expenses	1.33	LA	1.67	A	1.42	LA	1.65	LA
PTA Subsidy	1.67	A	1.56	LA	1.85	A	1.82	A
Library Club Fee	1.67	A	1.44	LA	1.49	LA	1.59	LA
Library Fee of Overdue Books	1.00	LA	1.44	LA	1.41	LA	1.54	LA
Local School Board Allocation	1.33	LA	1.44	LA	1.49	LA	1.57	LA
Donation/Gift from NGOs	1.33	LA	1.44	LA	1.81	LA	1.72	A
Alumni Subsidy	1.33	LA	1.44	LA	1.49	LA	1.67	A
Students Miscellaneous fee	1.33	LA	1.33	LA	1.49	LA	1.57	LA
<b>Sub-AWM/AVD</b>	<b>1.38</b>	<b>LA</b>	<b>1.47</b>	<b>LA</b>	<b>1.53</b>	<b>LA</b>	<b>1.64</b>	<b>LA</b>

Table 9, the eight indicators on the sources of fund and budget for the library were perceived to be Less Adequate by respondent school principals/administrators, with the AWM of 1.38. Of 8 sub-indicators, 2 were perceived Adequate---PTA Subsidy and Library Club fee, with 1.67 WM, respectively. The remaining 6 sub-indicators were perceived as Less Adequate, with 1.33 WM and 1.00 lowest WM which is the Library Fee of Overdue Books. This happens because in the public school DepEd implemented the No Collection policy. The finding of the level of perception of the four respondent groups showed an observed scarcity of funds in the lead secondary schools libraries. Such a scarcity would call for ways and means of financial support from all sources that have to be looked into for the libraries day-to-day operations. Likewise, the provision of the DepEd Memo No. 632, series of 2016, on the library fund shall be 5 to 10 per cent of the school MOOE (based proportionally as released by the Division office and solicit or accept donations and gifts from the civic association, alumni, parents and other stakeholders.

**Table 10**  
**Best Practices of the School Principals/Administrators**  
**in the Lead Secondary School Libraries**  
**N-635**

Indicator	School Principals N=3		Master Teachers N=9		Teachers N=162		Students N=461	
	f	%	f	%	f	%	f	%
<b>School Principals/ Administrators</b>								
Plan to use a variety of teaching strategies including problem solving, hypothesizing, justifying decisions, generation of new ideas, analyzing and evaluating sources, reflecting, scaffolding, conferencing	3	33.33	3	23.08	58	19.40	145	22.59
Participate in teacher group observation-be observed by colleagues while teaching and seek their feedback about the use of closed and open questions, effectiveness of strategies to gauge student understanding and teachers student interaction	2	22.22	2	15.38	50	16.72	152	23.68
Modify teaching programs in response to areas where students are experiencing difficulty	1	11.11	1	7.692	42	14.05	107	16.67
Ensure library rules include student responsibility for safe behaviours	2	22.22	4	30.77	53	17.73	136	21.18
Plan interventions with other teacher librarians, classroom teachers and supervisors/ administrators to strengthen and develop information literacy skills	0	0	2	15.38	49	16.39	102	15.89
Develop information literacy skills among supervisors/ administrators	1	11.11	1	7.692	47	15.72	0	0.00
<b>Subtotal</b>	<b>9</b>	<b>100</b>	<b>13.00</b>	<b>100</b>	<b>299</b>	<b>100</b>	<b>642</b>	<b>100</b>

Table 10, the eight indicators on the sources of fund and budget for the library were perceived to be Less Adequate by respondent school principals/administrators, with the AWM of 1.38. Of 8 sub-indicators, 2 were perceived were perceived Adequate---PTA Subsidy and Library Club fee, with 1.67 WM, respectively. The remaining 6 sub-indicators were perceived as Less Adequate, with 1.33 WM and 1.00 lowest WM which is the Library Fee of Overdue Books. This happens because in the public school DepEd implemented the No Collection policy. The finding of the level of perception of the four respondent groups showed an observed scarcity of funds in the lead secondary schools' libraries.

Table 11

Best Practices of the Teachers in the Lead Secondary School Libraries  
N=635

Teachers	School Principals N=3		Master Teachers N=9		Teachers N=162		Learners N=461	
Design a program that integrates literacy and information skills with other required elements in the overall school curriculum	3	23.1	1	6.25	60	13.64	176	16.13
Select appropriate resources from the collection that classroom teachers may incorporate to their lessons	2	15.4	4	25	70	15.91	108	9.90
Provide learning opportunities that utilize a variety of digital technologies	0	0	3	18.8	58	13.18	111	10.17
Use video conferencing for students demonstrate their learning successes to others in different geographic locations	1	7.69	0	0	21	4.773	97	8.89
Include a variety of relevant print, digital and physical resources for students to complete their work tasks	1	7.69	2	12.5	40	9.091	99	9.07
Invite expert guest speakers to visit school and talk to interact with students	1	7.69	2	12.5	30	6.818	59	5.41
Provide relevant resources prior to teacher planning sessions	1	7.69	0	0	46	10.45	78	7.15
Select and showcase resources on classroom management strategies for staff use	1	7.69	2	12.5	25	5.682	67	6.14
Regularly consult with classroom teachers, subject coordinators, school counselor, and teacher welfare officer	1	7.69	1	6.25	30	6.818	111	10.17
Conduct teaching programs about using print and digital information in an ethical manner	1	7.69	1	6.25	29	6.591	71	6.51
Use planning time with teachers to model and design research/ inquiry units that address the strengths and needs of student from diverse backgrounds	1	7.69	0	0	31	7.045	114	10.45
<b>Subtotal</b>	<b>13</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>440</b>	<b>100</b>	<b>1091</b>	<b>100</b>

Table 11 revealed the learners' best practices. Among those highest best practices were: Design a program that integrates literacy and information skills with other required elements in the overall school curriculum, with 16.13 per cent, regularly consult with classroom teachers, subject coordinators, school counselor, and teacher welfare officer and Provide learning opportunities that utilize a variety of digital technologies with 10.17 per cent, respectively.

**Table 12**  
**Best Practices of the Learners in the Lead Secondary School Libraries**  
**N=635**

Indicator	School Principals N=3		Master Teachers N=9		Teachers N=162		Students N=461	
	f	%	f	%	f	%	f	%
<b>Learners</b>								
Practice library instruction and orientation such as know your library, how to find your book, internet search strategies and library tour			4	25.00	73	19.84	268	22.35
Display suitable documents that will remind students about their responsibilities			3	18.75	56	15.22	171	14.26
Develop reading habit and information literacy skills among students	1	12.50	2	12.50	71	19.29	203	16.93
Provide hard copy of current educational materials	1	12.50	1	6.25	25	6.79	100	8.34
Update bulletin/ information board to promote library information services and current awareness	1	12.50	2	12.50	36	9.78	146	12.18
Conduct classroom visits to promote library and information services	3	37.50	2	12.50	23	6.25	118	9.67
Celebrate National Book Week through varied activities	2	25.00	2	12.50	84	22.83	195	16.26
<b>Subtotal</b>	<b>8</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>368</b>	<b>100</b>	<b>1188</b>	<b>100</b>

Table 12, the learners' highest best practices were the following: Practice library instruction and orientation such as know your library, how to find your book, internet search strategies and library tour, with 22.35 per cent; and Develop reading habit and information literacy skills among students, with 16.93 per cent.

**Table 13**  
**Best Practices of the Community in the Lead Secondary School Libraries**  
**N-635**

Community	School Principals N=3		Master Teachers N=9		Teachers N=162		Students N=461	
Invite parents/ careers to participate in student work or activities	1	25.00	2	18.18	64	27.59	125	20.26
Establish cooperative relationship with local schools	1	25.00	4	36.36	69	29.74	148	23.99
Share resources though inter-library loan services	1	25.00	0	0	17	7.328	96	15.56
Provide hard copy of current educational materials to parents	0	0.00	1	9.09	26	11.21	96	15.56
Promote library and information services to the school and wider community	1	25.00	4	36.36	56	24.14	152	24.64
<b>Subtotal</b>	<b>4</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>232</b>	<b>100</b>	<b>617</b>	<b>100</b>

Table 13, the nine respondent master teachers identified the best practices from the community which were: Establish cooperative relationship with local schools, and Promote library and information services to the school and wider community with 36.36 per cent respectively.

**Table 14**  
**Summary of Perception**  
**on the Lead Secondary School Libraries**  
**N-635**

Library Components	School Principals/ School Administrators N=3		Master Teachers N=9		Teachers N=184		Students N=461		Grand Average	
	AWM	AVD	AWM	AVD	AWM	AVD	AWM	AVD	AWM	AVD
Physical Facilities	1.83	A	1.61	LA	1.75	A	1.62	LA	1.70	A
Librarian and Support Staff	1.89	S	1.40	LS	1.77	S	1.65	LS	1.67	S
Library Programs and Services	2.22	S	1.55	LS	1.76	S	1.68	S	1.8	S
Library Collections	1.70	A	1.54	LA	1.62	LA	1.74	A	1.65	LA
Sources of Funds	1.38	LA	1.47	LA	1.53	LA	1.64	LA	1.5	LA
General AWM/ADR	1.80	A/S	1.51	LA/LS	1.68	A/S	1.67	A/S	1.66	LA

Table 14 revealed based on the responses of the four respondent groups, namely; school principals/administrators, master teachers, teachers and learners, it was determined that the lead secondary school libraries in X Island has an adequate physical facility but very poor in library collections and sources of funds and budget. Librarian and support staff are satisfactory as well as library programs and services. It was very sad to note that the library being the heart of learning institution has failed to provide the needs of its clientele because of lack of support from the DepEd, stakeholders, and other partners of the library system.

**Table 15**  
**Significant Mean Difference On The Perceptions On The**  
**Lead Secondary School Libraries As Perceived By The**  
**Respondent-Groups as to Physical Facilities**

Source of Variation	SS	df	MS	Fc-Ratio	Ft-critical value@ 0.05	Decision	Decision
Between Groups	0.5329	3	0.1776	1.79311	1.980	Accept Ho	There is no significant difference
Within Groups	7.5289	76	0.0991				
Total	8.0618	79					

Table 15 showed that the Fc-value of 1.793 is lesser that the Ft-value of 1.960 of 0.05 level of significance thus, accepting the null hypothesis. Therefore, there is no significant mean difference on the perceptions on the lead secondary school libraries as perceived by the respondent groups in physical facilities.

**Table 16**  
**Significant Mean Difference On The Perceptions On The**  
**Lead Secondary School Libraries As Perceived By The**  
**Respondent-Groups In Librarian And Support Staff**

Source of Variation	SS	df	MS	Fc-Ratio	Ft-value @ 0.05	Decision	Interpretation
Between Groups	1.8062	3	0.6021	10.72519	2.036	Reject Ho	There is significant difference
Within Groups	1.5718	28	0.0561				
Total	3.378	31					

Table 16 presented the Fc-Ratio of 10.725 is greater than the Ft-value of 2.036 of 0.05 level of significance, therefore, there a significant mean difference on the perceptions on the lead secondary school libraries as perceived by the respondent-groups in librarian and support staff.

**Table 17**  
**Significant Mean Difference on The Perceptions on The Lead Secondary School Libraries As Perceived By The Respondent-Groups in Library Programs and Services**

Source of Variation	SS	df	MS	Fc-Ratio	Ft-value @ 0.05	Decision	Interpretation
Between Groups	2.2334	3	0.7445	32.36454	2.0255	Reject Ho	There is significant difference
Within Groups	0.7381	32	0.023				
Total	2.9694	35					

Table 17 indicated that the fc-ratio of 32.364 is greater than the Ft-value of 2.025 of 0.05 level of significance; thus, rejecting the null hypothesis which means that there is a significant mean difference on the perceptions on the lead secondary school libraries as perceived by the respondent groups in library programs and services.

**Table 18**  
**Significant Mean Difference on The Perceptions on The Lead Secondary School Libraries As Perceived By The Respondent-Groups in Library Collections**

Source of Variation	SS	df	MS	Fc-Ratio	Ft-value @ 0.05	Decision	Interpretation
Between Groups	2.3032	3	0.7677	12.59643	1.9745	Reject Ho	There is significant difference
Within Groups	10.2394	168	0.0609				
Total	12.5427	171					

Table 18, the null hypothesis was rejected because the Fc-ratio of 12.596 is greater than the Ft-value of 1.974; thus, there is a significant difference on the perceptions on the lead secondary school libraries as perceived by the respondent-groups in library collections.

**Table 19**  
**Significant Mean Difference on The Perceptions on The Lead Secondary School Libraries As Perceived By The Respondent-Groups in Sources of Funds and Budget**

Source of Variation	SS	df	MS	Fc-Ratio	Ft-value @ 0.05	Decision	Interpretation
Between Groups	0.3018	3	0.1005	4.68575	2.036	Reject Ho	There is significant difference
Within Groups	0.6008	28	0.0215				
Total	0.9024	31					

Table 19, the  $f_c$ -ratio of 4.685 was greater than the  $F_t$ -value of 2.036, therefore the null hypothesis was rejected. This means that there is a significant difference in the perceptions of the lead secondary school libraries as perceived by the respondent-groups in sources of funds and budget.

## CONCLUSION

On the basis of the aforementioned data, it was possible to conclude that the primary secondary school libraries in the study area had a considerable amount of information that was important. The identified respondent groups believed that the library components fell short of the requirements set out in the Department of Education's guidelines for the execution of its school library policies (DepEd Order No. 56, S. 2011). Only one school had a designated library room, however it could not accommodate at least 10% of the entire student body. Based on the findings from the sources of funding and budget, the Department of Education did not prioritize the library as an essential component of the school; as a result, some were converted into classrooms because of the large influx of students each year. DepEd does not employ licensed librarians or staff members whose occupations are associated with librarianship. As teacher-librarians, teachers were designated. They could hardly spend the entire day in the library because they were overburdened with six teaching loads. As a result, the five-year development plan was created with the intention of raising the bar for the libraries at the leading national high schools not just in X but also at other institutions with comparable problems and issues.

## Reference

- Krashen, Stephen (2004). *The Power of Reading*. Westport, CONN: Libraries, Unlimited and Portsmouth, NH: Heinemann.
- Goodin, Susie M. (2010). "Steps toward Unifying Literacy Theory and Librarianship," *CSLAJournal*, 34(1). Retrieved from <http://www.csla.net/images/stories/publications/pdfs/journal/10/10springjournal.pdf>.
- Kachel, Debra E. (2013). *School Library Research Summarized: A Graduate Class Project*, rev. ed. Retrieved from: <http://sl-it.mansfield.edu/upload/MU-LibAdvoBklt2013.pdf>. Accessed January 22, 2014.
- Kachel, Debra (2011). *School Library Research Summarized: A Graduate Class project*, Mansfield University. Retrieved from <http://libweb.masfield.edu/upload/kachel/impactStudy.pdf>. Accessed March 18, 2013.
- Wegner, Mary. Et al. (2007). *Iowa School Library Programs, Guidelines: Libraries*.