**FOSTERING A POSITIVE LEARNING ENVIRONMENT OF CONSOLATRIX COLLEGE OF TOLEDO CITY, INC. IN LIBRARY**

A Research Project Presented to the Faculty of the College of Education Department of Consolatrix College of Toledo City, Inc.

School Year 2024-2025

In Partial Fulfillment of the Requirements for College of Education

Bachelor of Elementary Education

By,

Lariosa, Ivan

Blanco, Sheryn

Catacutan, Elyn

Genon, Keirstein Ann

Kilaton, Jamaica

Mananay, Elces Mae

Pantonial, Jayniccah

Perez, Abe Gayle

Ricafort, Jerica

Vera, Faith

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**APPROVAL SHEET**

This educational research entitled ‘’**FOSTERING A POSITIVE LEARNING ENVIRONMENT OF CONSOLATRIX COLLEGE OF TOLEDO CITY, INC. IN LIBRARY’** prepared and submitted by **Lariosa, Ivan., Blanco, Sheryn., Catacutan, Elyn., Genon, Keirstein., Kilaton, Jamaica., Mananay, Elces., Pantonial, Jayniccah., Perez, Abe Gyale., Ricafort, Jerica., Vera, Faith** has been examined and recommended for acceptance and approval for Oral Examination.

**THESIS COMITTEE**

**MR. WAREN MEJIAS**

Research Adviser/Statistician

**MR. JOSE KARLO TROCIO MS. ANN MAY CANONIGO**

Member Member

**DR. JOSEPHINE M. TABAL, ED. D**

Chairman

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**Panel of Examiners**

Approved by the Committee on Oral Examination with the grade of**\_ .**

**DR. JOSEPHINE M. TABAL, ED. D**

Chairman

**MR. JOSE KARLO TROCIO MS. ANN MAY CANONIGO**

Member Member

Accepted and approved in partial fulfillment of the requirements of the educational research.

**SR. JOSEPHINE** **D. ATIVO, AR., Ph**

School Directress/Principal

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**DEDICATION**

The researchers dedicate this research work to God, who provided us with all we need, including guidance, strength, protection, skills, a healthy life, knowledge, and wisdom in performing the work appropriately.

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Consolatrix College of Toledo City, Inc.

Toledo City, Cebu

RESEARCH ABSTRACT

**Title:** FOSTERING A POSITIVE LEARNING ENVIRONMENT IN CONSOLATRIX COLLEGE OF TOLEDO CITY INC. IN LIBRARY

**Authors:** Lariosa, Ivan

Blanco, Sheryn,

Catacutan, Elyn,

Genon, Keirstein Ann,

Kilaton, Jamaica,

Mananay, Elces Mae,

Pantonial, Jayniccah,

Perez, Abe Gayle,

Ricafort, Jerica

Vera, Faith

**Degree:** Bachelor of Elementary Education

**Adviser:** Mr. Waren Mejias

**Date Completed:** January 7, 2025

**Background/Rationale:** School libraries are essential for enhancing student academic success by providing a variety of resources, including books and digital materials.

**Purpose of the Study/ Setting:** How school libraries contribute to academic success can help educators and administrators improve instructional strategies. Also, to promote the literacy and research skills, that libraries provide resources that enhance literacy and critical thinking skills, which are essential for students' academic growth.

**Study Design/ Method:** The researchers used a quantitative research through printed survey questionnaire to gather the data to explore the relationship between the school library's resources and services.

**Data Analysis:** From the data collected by the researchers, it highlighted the excellent quality services of school library, including the efficiency, effectiveness, and accessibility.

**Conclusion:** The library is highly effective in meeting the needs of students, with good services, quality resources, and a positive environment fostering learning, research, and community engagement.

**Recommendations:** Establish a suggestion box to collect feedback and ideas from the students for further improvements, provide clearer book labels to guide students through various sections. Additionally, add more tables and chairs to cater more numbers of students.

**TABLE OF CONTENTS**

**TITLE PAGE I**

**APPROVAL SHEET II**

**ACKNOWLEDGEMENT III**

**DEDICATION IV**

**ABSTRACT V**

**TABLE OF CONTENTS VII**

**CHAPTER I**

**THE PROBLEM AND ITS SCOPE**

**THE PROBLEM AND ITS SCOPE**

RATIONALE 1

REVIEW OF RELATED LITERATURE 2

**THE PROBLEM**

STATEMENT OF THE PROBLEM 4

SIGNIFICANCE OF THE STUDY 5

**RESEARCH METHODOLOGY**

RESEARCH DESIGN 6

RESEARCH ENVIRONMENT 6

RESEARCH RESPONDENT 7

RESEARCH INSTRUMENT 7

**RESEARCH PROCEDURE**

DATA GATHERING 7

TREATMENT OF DATA 8

**DEFINITION OF TERMS** 9

**CHAPTER II**

**PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

List of tables

Table I – Respondents Profile in Terms of Age 11

Table II - Respondents Profile in Terms of Gender 11

Table III – Respondents Reading Preferred Language 12

Table IV – Study Spaces 12

Table V – Digital Resources 14

Table VI – How students visit the library 16

Table VII – Level of Satisfaction among Students 18

Regarding the Availability and Quality

Of School Library

Table VIII – Reading 20

Table IX – Providing Additional Support in Subjects 20

**CHAPTER III**

**SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

Summary of Findings 22

Conclusion 23

Recommendation 23

References 25

Appendix A 27

Appendix B 31

**Curriculum Vitae 32**

**CHAPTER I**

**The Problem and Its Scope**

**Introduction**

**RATIONALE**

School libraries play a crucial role in positive learning environment and academic success. They provide a wealth of resources, both physical and digital, that support learning across various subjects and grade levels. These resources include books, periodicals, databases, and multimedia materials, which help students develop research skills, critical thinking abilities, and information literacy. Library also provides students with a space to cultivate autonomous learning and create new knowledge (Nitecki, 2011).

School libraries are places for learning and thinking. It welcomes people in and provide a safe place for them to be. They play a key role in supporting and developing literacy and the enjoyment of reading. As stated by Joy Cowley, “ A sanctuary, a mine of treasure, house of maps to secret worlds, the library became my other home”. According to the International Federation of Library Associations and Institutions (IFLA), a school library is "a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth”. Research in this area aims to identify the specific ways in which libraries can effectively empower students to become ultimately contributing to a more enriching educational experience for all, assessing the library's impact on academic achievement, evaluating how resources and programs contribute

educational success, and analyzing the effect of library spaces on creating a positive learning atmosphere.

**Literature Review**

Cognitivism Theory formulated by **Bruner**, emphasizes the Importance of organizing, processing, and retrieving information, suggesting that an effective library environment should facilitate cognitive engagement through well-structured resources and accessible materials. This can include clear signage, organized collections, and spaces that encourage focused study. Self-Determination Theory, developed by **Deci and Ryan**, posits that motivation and learning are optimized when individuals experience autonomy, competence, and relatedness. In the context of a library, providing diverse, self-paced learning opportunities and resources that allow students to explore topics independently can foster intrinsic motivation, leading to a more positive and fulfilling learning experience

Flow Theory, proposed by **Csikszentmihalyi**, suggests that people are most engaged and productive when they experience a state of flow, where the challenge of an activity is matched with the learner’s skill level. Libraries can foster this flow state by providing an environment that offers a balance of stimulating resources and quiet, focused study areas that cater to students' varying levels of expertise.

**Todd and Kuhlthau (2005),** suggest a well-organized and accessible library provides students with a place for learning, research, and exploration. Libraries serve as hubs of knowledge where students can engage in self-directed learning and develop critical thinking skills. The physical space, availability of diverse resources, and support from librarians all contribute to fostering a conducive environment for learning. Then **Lance, Rodney, and Hamilton-Pennell (2000)** indicates a strong correlation between well-resourced school libraries and higher student academic achievement. Access to a wide variety of resources, such as books, digital materials, and research tools, allows students to explore subjects of interest and improve engagement in their studies. Libraries equipped with modern technology also enable students to develop digital literacy skills, further enhancing engagement. However the Librarians are integral in supporting student engagement by guiding them in locating appropriate resources and fostering a love for reading. **Krashen (2011),** highlighted the critical role that libraries play in developing students’ literacy skills. Regular access to reading materials in the school library is a key factor in fostering a love for reading. This passion not only enhances literacy but also promotes lifelong learning. The development of reading habits and literacy skills in a school library setting contributes to better academic outcomes and prepares students for future educational challenges. Then according to **Fisher (2005)** notes that libraries often serve as inclusive environments where students feel comfortable exploring new ideas without judgment. This sense of security is crucial for fostering both a positive learning environment and encouraging student engagement. The library’s role in promoting a sense of community also helps students feel more connected to their school, which in turn enhances their motivation to learn.

**The Problem**

This study aims to explore the relationship between the school library's resources, services, and academic success. It will also seek to assess how the school library can be leveraged to create a more conducive learning environment for students.

1. What is the profile of the respondents in terms of:

1.1. Age;

1.2. Gender;

1.3. Reading Language preferred ?

2. What is the level of effectiveness of the following resources used by students:

2.1. Digital resources; and

2.2. Study spaces?

3. How often do students visit the library each week?

4.What is the level of satisfaction among students regarding the availability and quality of school library?

5.What is the role of school library in terms of:

5.1. Reading

5.2. Providing additional support in subjects

**Significance of the Study**

This study holds substantial importance as it offers valuable insights and benefits to various stakeholders:

**Students** - Directly impact the learning environment, positively influencing students' educational experiences. Improved resources create a conducive atmosphere for learning, and potentially enhancing academic success.

**Teachers** - Teachers being the " second parents" of students, especially the children of this newly advanced generation can benefit greatly from this research as it will give them more insight.

**Administration** - Ensuring that libraries are welcoming and safe spaces encourages students to use them for study and collaboration, promoting a positive school culture.

**Community -** Community input can help libraries assess their programs and services, ensuring they meet the needs and interests of students.

**Future Researchers** - It will benefit the future researchers who will tackle the same problem in their research and also will give them information that they can also use.

**Research Methodology**

This chapter presents the method of research design, the respondents of the study, the instrument used, data gathering procedure and treatment of data.

**Research Design:**

This study used a quantitative research using printed survey questionnaire to gather the data answered by the respondents from Consolatrix College of Toledo City, Inc. S.Y. 2024-2025.

**Research Environment:**

This study was conducted at Consolarix College of Toledo City Inc. It is a private, Catholic school in Cebu specifically located at Magsaysay Hills, Toledo City, Cebu. Developments for the school started in 1958 through the administration of the Augustinian Recollect Sisters. In 1961, the Consolatrix Academy began operation and opened its doors for high school students. A little more than two decades later, the academy began offering degree programs in Teacher Education, and so it renamed into college.

**Research Respondents:**

The respondents for this study consisted of 30 students from the Consolarix College of Toledo City Inc. where random sampling is used to select 30 number of students. All respondents were enrolled in the current academic year (2024-2025) and provided informed consent to participate in the study.

**Research Instrument:**

The researchers will use printed survey questionnaires in obtaining information from all respondents of students from Consolatrix College of Toledo City, Inc. S.Y. 2024-2025, allowing the researchers to easily accumulate data. The survey questionnaires are designed to give respondents the freedom to answer their experiences on the said institution.

**Research Procedures:**

**Data Gathering:**

The researchers will formulate the survey questionnaire to the respondents to gather in-depth insights into the role of the school library. The researchers will submit the survey questionnaire to the researcher instructor for the approval. After the approval of survey questionnaire, the researchers will formally distribute the survey questionnaire to the respondents. All responses provided during the survey will be recorded, and strict confidentiality will be maintained to protect the identity and privacy of the participants.

**Treatment of Data**

Formula: Percentage

= 𝑥 100

Where:

p -percentage

f -frequency

n -total number of respondents

Formula: Weighted Arithmetic Mean

Where:

-weighted mean

fx -sum of all products of frequency and weight

f -frequency of the sum

w -weight

n -total number of respondents

**TABLE OF INTERPRETATION**

|  |  |
| --- | --- |
| **Scale** | **Interpretation** |
| **3.50 – 4.00** | **Strongly Agree** |
| **2.50 - 3.49** | **Agree** |
| **1.50 - 2.49** | **Disagree** |
| **1.00 - 1.49** | **Strongly Disagree** |

**Definition of Terms:**

**Academic Growth**: The improvement of knowledge, skills, and critical thinking abilities that a student gains throughout their education.

**Educational Technology**: Tools and systems, such as computers, tablets, or software, provided by the school library to assist students in researching, learning, and completing assignments.

**Fostering**: The act of nurturing, promoting, and encouraging the development of certain skills, behaviors, or environments. In this context, it refers to efforts made by the school library to enhance learning and engagement.

**Learning Resources**: Materials or tools, including books, databases, and media, available in the school library that support student learning and academic activities.

**Library Programs**: Structured activities or services provided by the library to engage students, such as reading clubs, research assistance, or technology-based programs, aimed at enhancing learning experiences

**School Library:** A designated space within a school that provides students and staff with access to physical and digital resources, such as books, journals, and educational media, which supports academic growth and personal development.

**Student-Centered Learning:** An educational approach where the focus is on the needs, abilities, interests, and learning styles of the student, rather than a teacher-led instruction model.

**Positive Learning Environment:** A setting in which students feel supported, respected, and motivated to learn. This environment fosters both academic and emotional growth by promoting safety, inclusivity, and engagement.

**CHAPTER II**

**Presentation, Analysis, and Interpretation**

**Table 1. Profile of the students in terms of Age**

|  |  |  |
| --- | --- | --- |
| **Age** | **Frequency** | **Percentage** |
| **13-16** | **7** | **23%** |
| **17-20** | **21** | **70%** |
| **21-24** | **2** | **7%** |
|  | **30** | **100%** |

There are a total of 30 respondents we gathered in this study. Of these respondents there are 7 (23%) of the students who are 13-16 years old, 21 (70%) are 17-20 years old and 2 (7%) are 21-24 years old of students who responded.

**Table 2. Gender Profile**

|  |  |  |
| --- | --- | --- |
| **Gender** | **Frequency** | **Percentage** |
| **Male** | **12** | **40%** |
| **Female** | **18** | **60%** |
|  | **30** | **100%** |

The table 2 shows the profile of Consolatrix College of Toledo City Inc. students in terms of gender. There are 12 (40%) of the students were male and 18 (60%) of the students were female.

**Table 3. Reading language preferred**

|  |  |  |
| --- | --- | --- |
| **Language** | **Frequency** | **Percentage** |
| **English** | **23** | **77%** |
| **Tagalog** | **3** | **10%** |
| **Cebuano** | **4** | **13%** |
| **Other** | **0** |  |
|  | **30** | **100%** |

Table 3 shows the reading language preferences of students at Consolatrix College of Toledo City, Inc. The majority of students (77%) prefer reading in English, followed by 13% who prefer Cebuano. Only 10% prefer Tagalog, and no students indicated a preference for other languages.

**The level of effectiveness of the library resources**

**Table 4. Study spaces**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Scale** | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **Do you feel the school library is welcoming and comfortable space?** | **Strongly Agree** | **21** | **70%** | **3.7** | **Agree** |
| **Agree** | **9** | **30%** |
| **Disagree** |  |  |
| **Strongly**  **Disagree** |  |  |  |  |

Q1. Shows that 70% of the respondents strongly agreed that the school library is welcoming and comfortable space.The weighted mean is 3.7, interpreted as Agree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Scale** | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **The library provides enough quiet spaces for studying and reading.** | **Strongly Agree** | **15** | **50%** | **3.7** | **Agree** |
| **Agree** | **13** | **43%** |
| **Disagree** | **2** | **7%** |
| **Strongly Disagree** |  |  |

Q2 present that 50% of the respondents strongly agreed that the library provides enough quiet spaces for studying and reading. The weighted mean is 3.7, also interpreted as Agree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Scale** | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **I am satisfied with the cleanliness and organization of the library.** | **Strongly Agree** | **17** | **57%** | **3.6** | **Agree** |
| **Agree** | **13** | **43%** |
| **Disagree** |  |  |
| **Strongly Disagree** |  |  |

In Q3 shows that 57% of the respondents strongly agreed that they are satisfied with the cleanliness and organization of the library. The weighted mean is 3.6 interpreted as Agree.

**Table 5. Digital resources**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Scale** | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **I primarily use the digital resources for my research.** | **Strongly Agree** | **19** | **63%** | **3.2** | **Agree** |
| **Agree** | **11** | **37%** |
| **Disagree** |  |  |
| **Strongly Disagree** |  |  |

mean of 3.2, interpreted agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Scale** | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **I would like to access to e-books in the library.** | **Strongly Agree** | **21** | **70%** | **3.7** | **Agree** |
| **Agree** | **9** | **30%** |
| **Disagree** |  |  |
| **Strongly Disagree** |  |  |

Q4. It indicates that 70% of the respondents strongly agree and 30% agree that they would like to access to e-books. The weighted mean is 3.7 interpreted as Agree.

Q5. A majority of respondents 70% strongly agree, 30% agree that they would like access to e-books in the library. The weighted mean is 3.7, also interpreted as Agree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Scale** | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **I make use digital resources (online databases, e-learning platforms,etc.)**  **for my studies.** | **Strongly Agree** | **16** | **53%** | **3.4** | **Agree** |
| **Agree** | **10** | **33%** |
| **Disagree** | **4** | **13%** |
| **Strongly**  **Disagree** |  |  |

Q6. More than half of the respondents 53% strongly agree, and 33% agree that they utilize online resources for their studied. The weighted mean is 3.4, interpreted as Agree.

**How students visit the library each week**

**Table 6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Scale** | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **I visit the library everyday.** | **Strongly**  **Agree** | **11** | **37%** | **3** | **Agree** |
| **Agree** | **9** | **30%** |
| **Disagree** | **3** | **10%** |
| **Strongly Disagree** | **7** | **23%** |

Q7 it shows that 37% of respondents strongly agree and 30% agree with visiting the library daily, while 23% strongly disagree and 10% disagree, resulting in a weighted mean of 3, interpreted as Agree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Scale** | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **I prefer to visit the library in my free time.** | **Strongly Agree** | **11** | **37%** | **3** | **Agree** |
| **Agree** | **12** | **40%** |
| **Strongly Disagree** | **3** | **10%** |
| **Disagree** | **4** | **13%** |

Q8.It shows that 37% strongly agree and 40% agree with preferring to visit the library during free time, while 13% disagree and 10% strongly disagree. The weighted mean is 3,interpreted as Agree

**Level of satisfaction among students regarding the availability and quality of school library**

**Table 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Questions** | **Scale** | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **The library cater to my needs and the materials readily available to me.** | **Strongly Agree** | **19** | **63%** | **3.6** | **Agree** |
| **Agree** | **11** | **37%** |
| **Disagree** |  |  |
| **Strongly Disagree** |  |  |

Q9 .It shows that 63% of the respondents strongly agree, and 37% agree that library cater to their needs. The weighted mean is 3.6 therefore, the interpretation is Agree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Questions** | **Rate** | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **The variety of books available in the school library are excellent** | **Strongly Agree** | **8** | **27%** | **3.2** | **Agree** |
| **Agree** | **21** | **70%** |
| **Disagree** |  |  |
| **Strongly Disagree** | **1** | **3%** |

Q10. It present that 27% of the respondents strongly agree, 70% agree and 3% strongly

disagree. The weighted mean is 3.2 which corresponds to an Agree interpretation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Scale** | Frequency | Percentage | WM | **Interpretation** |
| **The library hours are convenient for me** | **Strongly Agree** | **20** | **67%** | **3.5** | **Agree** |
| **Agree** | **6** | **20%** |
| **Disagree** | **3** | **10%** |
| **Strongly Disagree** | **1** | **3%** |

Q11. It indicates that 67% of the respondents strongly agree, 20% agree, while 10% agree and 3% disagree that they the library hours are convenient. The weighted mean is 3.5 interpreted as Agree.

**The Role of school library**

**Table 8. Reading**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Scale** | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **I feel that the library encourages a love for**  **reading.** | **Strongly Agree** | **23** | **77%** | **3.76** | **Agree** |
| **Agree** | **7** | **23%** |
| **Disagree** |  |  |
| **Strongly Disagree** |  |  |

Q12. It said that 77% strongly agree that library encourage a love for reading while 23% agree. The weighted mean is 3.76 interpreted as Agree.

**Table 9. Providing additional support in subjects**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Questions** | **Scale** | | **Frequency** | **Percentage** | **WM** | **Interpretation** |
| **I find the library resources are helpful to my studies.** | **Strongly**  **Agree** | | **20** | **67%** | **3.7** | **Agree** |
| **Agree** | | **7** | **23%** |  |  |
| **Disagree** | | **3** | **10%** |  |  |
| **Strongly Disagree3** |  |  |  |  | |

Q13. It appeared that 67% of the respondents strongly agree, 23% agree while 10% disagree that library resources are helpful. The weighted mean is 3.7 interpreted as Agree.

**CHAPTER III**

**SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary of findings, conclusion and recommendations that were gathered and collected by the researchers from the respondents of the study.

**SUMMARY OF FINDINGS**

The study entitled “Fostering a positive learning environment and student engagement in Consolatrix College of Toledo City, Inc In The Library.” shows that there are a total of 30 respondents. Of these respondents there are 12 (40%) male students and 18 (60%) female students. The ages of the respondents range from 14 to 24 years old. Among them, 7 respondents, or 23%, fall within the age group of 14–16 years. The majority of the respondents, 21 individuals (70%), are aged 17–20 years. Lastly, 2 respondents, representing 7% of the total, are in the 21–24 age group. There are 23 (77%) respondents preferred English reading language, 3 (10%) of the respondents preferred Tagalog reading language and 4 (13%) of the respondents preferred Cebuano reading language. The majority of respondents agreed that the library’s services are of excellent quality. They highlighted not only the efficiency and effectiveness of the services provided but also the availability and accessibility of the library resources. This positive feedback reflects the library’s commitment to meeting the needs of its user ensuring a high standard services.

**CONCLUSION**

Furthermore the findings of the study survey, we didn’t find any negative results about the library’s environment, services, quality, and availability. To add more the library services have been consistently rated as excellent by the majority of the respondents, indicating high levels of user satisfaction. The quality of service, combined with the availability and accessibility of resources, underscores the library’s effectiveness in meeting the needs of the students. This positive perception highlights the library’s roles as a vital resource for learning, research, and community engagement. The library environment, including study spaces and cleanliness, contributes significantly to the overall user experience. Clean, well-maintained spaces and thoughtfully designed study areas foster a productive and welcoming atmosphere for users. Continued efforts maintain and improve these services will further enhance user experiences and support the library’s mission.

**RECOMMENDATIONS**

Based on the findings and data of the study, the following recommendations are respectively proposed:

1.Better labeling of books , enhance signage or add clear, directional signs to help students navigate different sections.

2.Set up a suggestion box to gather ideas from library users for better organization.

3. Provide additional tables and chair for the students which can cater more numbers of student, so that it wouldn’t be too much congested.

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**APPENDIX A**

**SURVEY QUESTIONNAIRE**

**Demographic Profile:**

**Age:**

**Gender**

**Reading Language Preferred:**

English \_\_\_

Tagalog \_\_\_

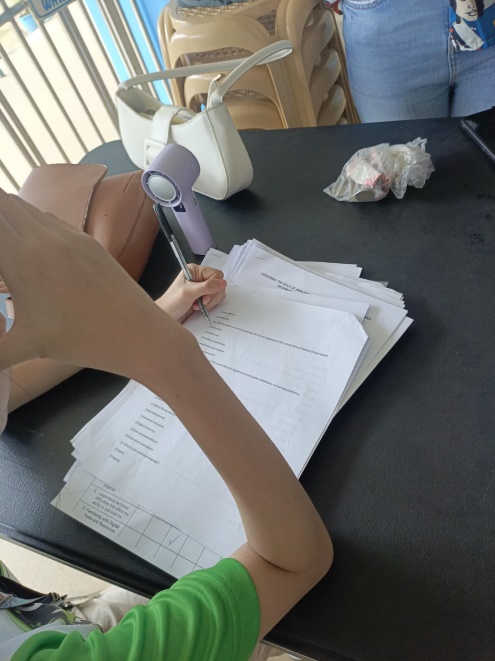
Cebuano\_\_\_

Other**\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QUESTIONS** | **STRONGLY AGREE** | **AGREE** | **DISAGREE** | **STRONGLY DISAGREE** |
| **Do you feel the school library is welcoming and comfortable space?** |  |  |  |  |
| **The library provides enough quiet spaces for studying and reading.** |  |  |  |  |
| **I am satisfied with the cleanliness and organization of the library.** |  |  |  |  |
| **I primarily use the digital resources for my research.** |  |  |  |  |
| **I would like to access to e-books in the library.** |  |  |  |  |
| **I make use digital resources (online databases, e-learning platforms,etc.)**  **for my studies.** |  |  |  |  |
| **I visit the library everyday** |  |  |  |  |
| **I prefer to visit the library in my free time.** |  |  |  |  |
| **The library cater to my needs and the materials readily available to me.** |  |  |  |  |
| **The variety of books available in the school library are excellent** |  |  |  |  |
| **The library hours are convenient for me** |  |  |  |  |
| **I feel that the library encourages a love for**  **reading.** |  |  |  |  |
| **I find the library resources are helpful to my studies.** |  |  |  |  |

**APPENDIX B**

**Documentations**

** **

** **

**CURRICULUM VITAE**

****

**Personal Data**

Name : Ivan Lariosa

Adress : New Bucao Toledo City

Date of Birth : September 30, 2003

Place of Birth : New Bucao, Toledo City

Age : 21

Civil Status : Single

Religion :

Citizenship : Filipino

Father’s Name : Retemio Lariosa

Mother’s Name : Fely Lariosa

**Educational Attainment**

Secondary :General Climaco National High School

Elementary : New Bucao Elementary School



**Personal Data**

Name : Sheryn Nicole V. Blanco

Adress : Aliwanay, Balamban, Cebu

Date of Birth : May 20, 2004

Place of Birth : Balamban, Cebu

Age : 20

Civil Status : Single

Religion : Catholic

Citizenship : Filipino

Father’s Name : Ramil V. Blanco

Mother’s Name : Marissa V. Blanco

**Educational Attainment**

Senior High : Jose Chona Memorial National High School

Junior High : Jose Chona Elementary



**Personal Data**

Name : Elyn Catacutan

Adress : Buanoy Balamban, Cebu

Date of Birth : January 6, 2004

Place of Birth : Bindoy, Negros Oriental

Age : 20

Civil Status : Single

Religion : IFI

Citizenship : Filipino

Father’s Name : Wibert B. Catacutan

Mother’s Name : Emilyn D. Catacutan

**Educational Attainment**

Secondary :Demetrio L. Aviola National High School

Elementary : Atotes Elementary School

****

**Personal Data**

Name : Keirstein Genon

Adress : Cabitoonan Toledo, City

Date of Birth : June 7, 2004

Place of Birth : Well Family

Age : 20

Civil Status : Single

Religion : Catholic

Citizenship : Filipino

Father’s Name : Jay R. Genon

Mother’s Name : Maria Lorena N. Genon

**Educational Attainment**

Secondary : Westbay Learning Center

Elementary : University of the Visayas

****

**Personal Data**

Name : Jamaica Kilaton

Adress : Poblacion, Aloguincan, Cebu

Date of Birth : June 14, 2004

Place of Birth : Zamboanga, Talisay Cebu

Age : 20

Civil Status : Single

Religion : Seventh Day Adventist Citizenship : Filipino

Father’s Name : Roldan Kilaton

Mother’s Name : Emalie Kilaton

**Educational Attainment**

Secondary : Aloguinsan National High School

Elementary : Aloguinsan Elementary School

****

**Personal Data**

Name : Elces Mae R. Mananay

Adress : Balamban, Cebu

Date of Birth : November 23, 2003

Place of Birth : Balamban Cebu

Age : 21

Civil Status : Single

Religion : Catholic

Citizenship : Filipino

Father’s Name : Joel M. Mananay

Mother’s Name : Neriza R. Mananay

**Educational Attainment**

Secondary :Jose Chona Jo National High School

Elementary : Balamban Central Cebu Elementary School

****

**Personal Data**

Name : Jayniccah Pantonial

Adress : Poog, Toledo City

Date of Birth :August 25, 2003

Place of Birth : Toledo City Hospital

Age : 21

Civil Status : Single

Religion : Catholic

Citizenship : Filipino

Father’s Name : Benito C. Dayangco

Mother’s Name : Janet P. Dayangco

**Educational Attainment**

Secondary : Toledo National Vocational School

Elementary : Poog Elementary School

****

**Personal Data**

Name : Abe Gayle Perez

Adress : Mainggit Sto. Nino Toledo City

Date of Birth : December 4, 2003

Place of Birth : Toledo District Hospital

Age : 21

Civil Status : Single

Religion : Catholic

Citizenship : Filipino

Father’s Name : Jose R. Perez

Mother’s Name : Maricel L. Perez

**Educational Attainment**

Secondary : Matabang National High School

Elementary : Mainggit Elementary School

****

**Personal Data**

Name : Jerica Ricafort

Adress : Abucayan Balamban,Cebu

Date of Birth : August 31, 2003

Place of Birth : Balamban District

Age : 21

Civil Status : Single

Religion : Catholic

Citizenship : Filipino

Father’s Name : Jerick J. Ricafort

Mother’s Name : Leah R. Ricafort

**Educational Attainment**

Secondary : St. Francis Academy

Elementary : Abucayan Elementary School

****

**Personal Data**

Name : Faith Vera

Adress : Tubod, Toledo City

Date of Birth : December 26, 2003

Place of Birth : Pardo Cebu City

Age : 21

Civil Status : Single

Religion : Catholic

Citizenship : Filipino

Father’s Name : Mark Anthony Vera

Mother’s Name : Grace M. Vera

**Educational Attainment**

Secondary : Luray II National High School

Elementary : Lower Tubod Elementary School