Assessing Students and Teachers' Perceptions of the Sectarian Library

Chapter 1: The Problem

Background of the Study
School libraries play a vital role in education by enhancing literacy, research skills, and lifelong learning. Research consistently finds a positive relationship between well-supported school libraries and student achievement. Teachers also perceive libraries as important. In a sectarian (religious) school context, the library often serves dual academic and spiritual functions. Western Mindanao Adventist Academy (WMAA) provides a representative context for studying how both teachers and students view the sectarian library.

Framework of the Study
This study's conceptual framework draws on theories of user acceptance and information behavior, particularly the Technology Acceptance Model and Expectation-Confirmation Theory. The UNESCO/IFLA School Library Manifesto also guides this study. In a sectarian setting, the framework considers both academic and spiritual dimensions.

Statement of the Problem
Central Question: How do Grade 7–12 students and teachers at Western Mindanao Adventist Academy perceive the accessibility, utilization, and role of the sectarian school library?
Sub-questions include perceptions of accessibility, support for student learning, utilization patterns, barriers, and integration of faith.

Significance of the Study
The study contributes theoretically by extending research into sectarian schools, and practically by offering actionable insights for WMAA and similar institutions.

Definition of Terms
Sectarian library, perception, access, utilization, mixed-methods approach, perception survey, semi-structured interview.

Chapter 2: Research Method

Research Design
This study employs a mixed-methods design, integrating quantitative surveys and qualitative interviews. A convergent approach allows data triangulation.

Research Environment
The study will be conducted at Western Mindanao Adventist Academy, a Seventh-day Adventist sectarian secondary school in the Philippines.

Research Participants
Selected Grade 7–12 full-time teachers at WMAA will participate. Purposive sampling will ensure coverage of multiple subject areas.

Research Instruments

Survey questionnaire (Likert-scale) and semi-structured interview guide.

Data Gathering Procedure
Steps: Obtain permission, distribute surveys, conduct interviews, secure data.

Data Analysis
Quantitative data will undergo descriptive and inferential analysis. Qualitative data will be thematically analyzed. Findings will be triangulated.

Ethical Considerations
Informed consent, voluntary participation, confidentiality, and anonymity will be ensured.

Chapter 3: Findings and Discussion

Accessibility and Utilization
Teachers report good access, though some note limited hours. Use is tied to assigned projects.

Role in Academic Learning and Spiritual Formation
Teachers perceive the library as supporting both learning and faith development.

Teacher–Librarian Collaboration
Collaboration is moderate but often informal. More structured teamwork is desired.

Challenges and Areas for Improvement
Challenges include limited resources, staffing, and space. Teachers request more updated materials and digital resources.

Discussion
Findings support Technology Acceptance and Expectation-Confirmation theories. WMAA's sectarian library blends educational and religious missions, confirming its positive role while highlighting areas for growth.