

Post Hoc Analysis of School Library Functionally Based on Current Situation, Desired Condition, and Essential Requirement

Jicjie I. Endab

Abstract. This study assessed the extent of school library functionality based on stakeholders' perspectives in the San Isidro District, Davao del Norte, using three contextual dimensions: current situation, desired condition, and essential requirements. Specifically, it sought to determine the frequency distribution of respondents' perceptions of library status, the extent of library resources, and the extent of library functionality in terms of accessibility, resource quality, and user satisfaction. It also examined whether significant differences existed in perceived functionality across the three status categories, and which of these categories had a significant impact. Employing a quantitative-descriptive and inferential design, data were gathered from 170 respondents through a structured survey. Descriptive statistics revealed that most respondents viewed the library in terms of its desired condition, and perceived the extent of resources and functionality across all domains as extensive. ANOVA results indicated no statistically significant differences in user satisfaction across the status groups ($F = 0.694$, $p = 0.501$), and post hoc comparisons confirmed the absence of significant pairwise differences. Consequently, the null hypotheses were retained. The findings affirm the consistent perception of school library functionality across varying status contexts, with strong user satisfaction and alignment with baseline and aspirational benchmarks. Recommendations emphasize sustained resource development, strategic planning, and institutionalizing user feedback and library profiling practices. performance. This study examines the relationship between school library resources, services, and pupil academic performance. It investigates the impact of library interventions, such as literacy programs and collaborative teaching, on students outcomes. This findings suggest that the school libraries play crucial role and provide targeted instructional support.

KEY WORDS

1. School library functionality 2. user satisfaction 3. accessibility

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1. Introduction

The effectiveness of school libraries can be analyzed through the current situation, desired conditions, and essential requirements. The current situation often discloses challenges like limited resources, outdated materials, and poor technology access, leading to inadequate funding and staffing. This emphasizes the urgent need for improvement and the importance of evaluating library functionality. The desired condition portrays an ideal library with plentiful, diverse resources aligned with the curriculum. Desired enhancements include longer hours, an

improved physical environment, and modern technology to support 21st-century learners. Essential requirements for achieving the desired condition encompass adequate funding for resources, qualified staff to assist students, and effective resource management processes. Safety and accessibility are vital, ensuring all students can access library services. School libraries serve as essential supplementary spaces that support the development of students' reading habits and literary engagement. In a study conducted by Dilekçi (2022), the status of school libraries and teachers' perceptions regarding their functionality were assessed. Findings revealed that while approximately two-thirds of schools had library facilities, many faced limitations in physical space, resulting in constrained capacity. Although some libraries were equipped with computers and internet access, the extent of digital integration remained minimal. The collections were predominantly composed of classical literature, with few contemporary titles available. A closer look at the genres indicated that most holdings were novels and storybooks, reflecting a narrow range of literary types. Consequently, students were not able to utilize library services to their full potential due to these constraints. The study recommends enhancing the physical infrastructure and expanding both the diversity and quality of library resources to promote more effective student engagement. Archibong et al. (2022) stated that libraries, whether print or digital, are crucial to the school system as they enhance reading habits. Not all unity schools have functional e-libraries, but both print and digital formats are preferred by teachers and students due to their respective advantages. It is recommended that print libraries be upgraded regularly to support digital resources. It is recommended that the Federal Ministry of Education in Nigeria prioritize the completion and full equipping of planned e-libraries to enhance access to digital learning resources. The Inspectorate Division should

also conduct regular evaluations of school facilities to maintain quality standards. Moreover, increasing the recruitment of qualified ICT educators in unity schools is essential to advancing computer literacy among students. To further strengthen educational outcomes, the Ministry should implement ongoing capacity-building initiatives, recognizing that the presence of well-trained and competent teachers is fundamental to achieving high-quality education. Twum et al. (2022) investigated how various dimensions of library service quality—namely service affect, access to information, personal control, and the physical environment of the library—affect user satisfaction and, in turn, user loyalty. The findings indicated that all dimensions, except for the physical aspect of the library (library as place), showed a significant positive correlation with user satisfaction. Furthermore, the study confirmed a strong, positive relationship between user satisfaction and user loyalty. These results suggest that enhancing the quality of services provided by libraries can lead to greater user satisfaction, which is a key determinant of sustained patronage. To improve teacher education and instructional quality in the Philippines, Origenes et al. (2024) explored the experiences and learning paths of student teachers during their practice in public high schools. The research found that many student teachers faced challenges in coping with the real demands of teaching in actual classrooms, especially when compared to the structured environments of their training institutions. A significant issue was the lack of resources, such as poorly equipped school libraries. Furthermore, practical teaching experiences were crucial for helping student teachers adapt to varied learner needs and enhance their teaching methods. School libraries in the Philippines are currently grappling with several significant challenges that impede their effectiveness. A prominent issue is the limited access to technology, which restricts the ability of librarians to provide comprehensive digital

services and hampers students' access to online resources. This technological gap is further exacerbated by persistent stereotypes about librarianship, leading to the undervaluation of librarians' roles within the educational system. Additionally, inadequate educational resources and infrastructure deficiencies pose substantial barriers to the development and accessibility of library services. These challenges collectively hinder the capacity of school libraries to support student learning and development effectively (Wagas, et.al., 2023). Albro et al. (2024) examined the use of evaluative tools designed to assess the quality and credibility of publications within the field of library science. Their study analyzed forty-eight peer-reviewed library science journals with open-access features, applying two librarian-developed evaluation instruments. The findings highlighted both the strengths and weaknesses commonly found across these journals, provided a comparative analysis of the two tools, and assessed their practicality and limitations. While the study found that library science journals generally avoid the problematic traits often flagged in scholarly publishing, it also identified areas where publishers could enhance the credibility and overall quality of their publications. The situation in Davao del Norte public schools reflects a mix of challenges and opportunities regarding educational resources and library functionality. While there is a commitment to improving the quality of education, many schools face significant hurdles, including limited access to up-to-date library resources, insufficient funding, and inadequate infrastructure. Numerous school libraries face resource shortages, resulting in a limited variety of books and digital resources that meet students' needs and correspond with the curriculum. This situation is further exacerbated by a shortage of qualified librarians and staff who can effectively manage library services and support students in their learning journeys. Despite these challenges, there is a growing recognition

of the importance of school libraries as critical components of education process. Initiatives to enhance library facilities and expand access to technology are gaining traction, with stakeholders advocating for improved funding and resources. Community engagement and partnerships with local organizations are also being explored to bolster library services. In this context, addressing the functionality of school libraries in Davao del Norte is essential for fostering an environment conducive to learning and development.

1.1. Theoretical/Conceptual Framework of the Study —In the context of your study on school library functionality, several theories provide a solid theoretical framework. The constructivist theory suggests that learners create their own understanding and knowledge through experiences and reflection, highlighting the crucial role of library resources in enhancing student learning and engagement (Dilekçi, 2022). A well-functioning library can offer a diverse range of materials that encourage exploration and independent knowledge-building. Similarly, social constructivism highlights the role of social interactions in the learning process, suggesting that knowledge is constructed through collaboration and communication. This perspective underscores the library's role as a social hub where students and teachers can collaborate, share ideas, and engage in group learning activities (Archibong, et.al., 2022). Furthermore, access to knowledge theory emphasizes the right to access information as fundamental to education and personal development, aligning with your study's focus on accessibility, resource quality, and user satisfaction. This theory emphasizes the critical role of libraries in ensuring equitable access to educational resources and in cultivating an inclusive learning environment (Pang, 2024). The theory of information behavior explores how individuals seek, use, and share information, examining the various factors influencing information-seeking behav-

ior. Applying this theory can illuminate how students and teachers interact with library resources and how library functionality impacts their information-seeking practices (Wei, et.al., 2020). Lastly, systems theory views organizations as complex systems with interrelated components. In analyzing school libraries, this theory helps to understand how various elements resources, staff, technology, and services work together to create an effective library environment. By integrating these theories into your study, you can better understand the factors influencing school library functionality. This theoretical framework will guide your research design, data analysis, and interpretation of findings, contributing to a thorough exploration of how school libraries support student learning and engagement.

Figure 1 presents the current situation variable, which refers to the existing state of school libraries, encompassing the resources available, the level of accessibility, and the quality of services provided. This variable includes measurable aspects such as the number of books, the availability of digital resources, the condition of materials, and the library's physical space. It also reflects the perceptions of students and teachers regarding how well the library meets their needs. This variable is critical as it establishes a baseline for evaluating the effectiveness of library services. Understanding the current situation helps identify gaps and areas needing improvement, thus guiding targeted interventions. The desired condition variable rep-

resents stakeholders' ideal state for school libraries. This includes aspirations for improved access to diverse resources, enhanced technology, a more inviting physical environment, and expanded services that support academic and recreational needs. The desired condition is shaped by the expectations of students, teachers, and the broader school community, and it often reflects contemporary educational trends that emphasize collaboration, innovation, and critical thinking. This variable is crucial as it provides a framework for evaluating the effectiveness of current library practices and guiding future improvements. By identifying the desired condition, the study can align library services with the needs and aspirations of users, thereby enhancing engagement and satisfaction. The essential requirements variable encompasses the fundamental components necessary for a school library to function effectively. This includes adequate funding, qualified and trained staff, appropriate technology, and systematic resource acquisition and management processes. The essential requirements serve as criteria for evaluating whether the library can meet the current situation and desired condition. For example, without sufficient funding, it becomes challenging to maintain and update resources, while a lack of trained staff can hinder the library's ability to provide effective support to students and teachers. Understanding these requirements is vital for identifying the barriers to achieving optimal library functionality and developing actionable strategies for improvement.

2. Methodology

This chapter details the crucial processes and steps needed to carry out the study. Key elements include selecting the study design, identifying respondents and sampling methods, choosing data collection instruments, outlining procedures, considering ethical aspects, and performing data analysis. These steps are vital to guarantee the study's appropriateness and accuracy, leading to reliable data collection, analysis, and interpretation.

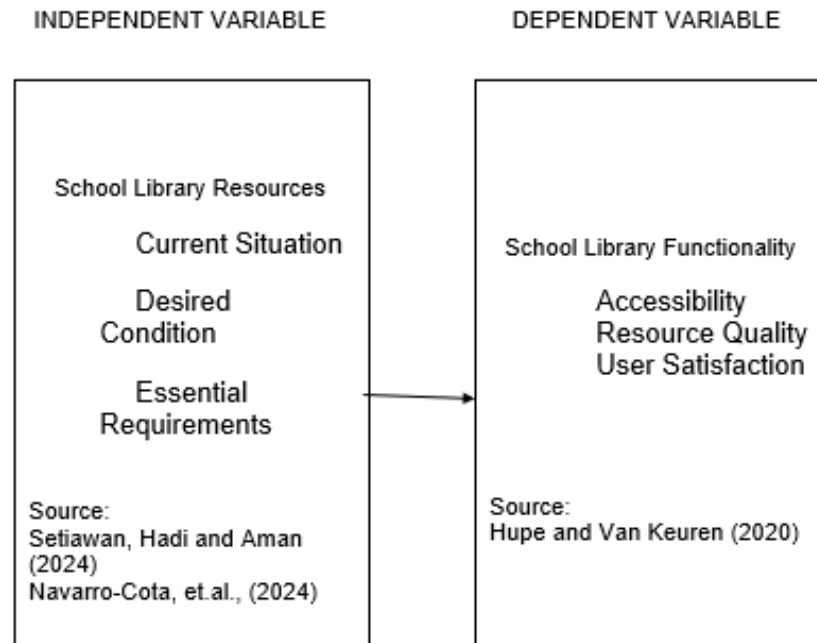


Fig. 1. Theoretical/Conceptual Framework

2.1. Research Design—This study is a quantitative, comparative analysis to assess the school library functionality based on the current situation, desired condition, and essential requirements in San Isidro District, Davao del Norte. The One-Way Analysis of Variance (ANOVA) is utilized to analyze the differences in the current situation, desired condition, and essential requirements (Creswell, 2014) to the dependent variable, school library functionality. This statistical method is a great way to see if there are meaningful differences in how different groups perceive library functionality. It allows researchers to explore how various library characteristics can influence user satisfaction and engagement, making it easier to understand the needs of users. Employing One-Way ANOVA, the study can effectively identify which specific aspects of library functionality are perceived as lacking or needing improvement, thus providing a robust framework for drawing conclusions and making data-driven recommendations for enhancing library services. Moreover, this approach can help

establish a clear connection between user perceptions and the effectiveness of library operations, thereby informing policy and practice within the educational context. The application of One-Way ANOVA in assessing school library functionality offers a robust statistical approach to examining differences in perceptions and evaluations of library performance based on the current situation, desired condition, and essential requirements. By categorizing these three aspects as independent groups, One-Way ANOVA enables researchers to analyze whether there are statistically significant differences in how stakeholders—such as students, teachers, and librarians—rate library functionality across these categories. For instance, the current situation may reflect the present state of library facilities and services, while the desired condition captures the stakeholders' expectations or ideal scenarios for a well-functioning library. The essential requirements, on the other hand, represent the minimum resources and services needed for effective library utilization. Through ANOVA, it becomes possible to iden-

tify which category demonstrates the greatest variance in satisfaction or functionality ratings, providing insights into areas that require immediate improvement or alignment with stakeholders' needs. This approach is particularly useful in making data-driven decisions for policy formulation, resource allocation, and strategic planning to enhance library services in alignment with educational goals.

2.2. Ethical Consideration—The ethical consideration section of this study will address the key principles that ensure the protection and well-being of the teacher-respondents involved. This encompasses adhering to social values, obtaining informed consent and assent, recognizing the vulnerability of research respondents, ensuring privacy and confidentiality, assessing risks and benefits, prioritizing safety, upholding justice, maintaining transparency, verifying the qualifications of the researcher, managing potential conflicts of interest, securing adequate facilities, and promoting community involvement.

Social Value

The social value of this study on school library functionality lies in its ethical commitment to promoting educational access and equity. Focusing on the perceptions of students and teachers, it seeks to ensure their voices are acknowledged and integrated into the evaluation of library services. This approach aligns with ethical research principles that emphasize the well-being of participants and advocate for meaningful improvements in their learning environments. The findings can potentially drive enhancements in the quality and accessibility of resources, contributing to a more equitable and inclusive educational system.

Informed Consent and Assent

Informed consent is a fundamental aspect of the ethical research process in this study. Transparency is ensured by providing a clear explanation of the research purpose, procedures, and intended use of the data. By obtaining informed

consent, the study seeks to empower participants and uphold their autonomy, allowing them to make informed decisions about their involvement. This adherence to ethical standards fosters trust between researchers and participants while reinforcing the integrity of the study, ensuring it is conducted responsibly and ethically.

Vulnerability of Research Respondents

The inherent vulnerabilities of participants necessitate a careful ethical approach to safeguard their protection and well-being throughout the research process. A supportive and secure environment is essential to ensure that participants feel comfortable sharing their experiences and perspectives on school library functionality. To address potential risks, measures such as maintaining confidentiality and anonymity in data collection and reporting are implemented. Participants are also given the option to withdraw from the study at any time without facing negative consequences. The study upholds ethical standards and fosters a research environment that respects the dignity and rights of all respondents. This approach not only strengthens the research's integrity but also underscores the responsibility to protect those involved.

Privacy and Confidentiality Participants may share sensitive information regarding their experiences and perceptions of school library functionality, necessitating a strong commitment to protecting their identities and the data they provide. Measures such as assigning unique identifiers instead of names are implemented to ensure anonymity. All collected data is securely stored and accessible only to authorized personnel. Clear communication is provided to participants regarding the use of their information, with an emphasis on reporting findings in aggregate form to maintain confidentiality. The study creates a trustworthy environment that encourages open and honest participation by prioritizing privacy and data security. This adherence to ethical research standards fosters

a sense of security among respondents, allowing them to contribute freely without fear of repercussions.

Risk, Benefits and Safety

Ethical considerations regarding risks, benefits, and participant safety are a central focus of this study. Potential emotional risks are minimized by clearly informing participants about the study's purpose and allowing them to withdraw at any time without repercussions. Participation offers the benefit of contributing valuable insights that may improve school library services, ultimately enhancing the educational experience for all students. A respectful and supportive research environment is maintained to safeguard respondents' well-being.

Justice

The principle of justice is upheld in this study by ensuring that all participants are treated fairly and equitably. A diverse group of respondents is selected to reflect the varied experiences within the school community, enabling a comprehensive understanding of school library functionality. Efforts are made to avoid biases in both recruitment and data analysis, ensuring that every perspective is heard and valued. By emphasizing justice, the study promotes inclusivity and aims to generate findings that lead to equitable improvements in library services for all students and educators. This commitment reinforces ethical responsibility throughout the research process.

Transparency Transparency is prioritized as a fundamental ethical principle in this study. Clear communication regarding the study's purpose, methods, and potential impacts is ensured for all participants. Detailed information about the participation process and the use of data is provided to foster trust and encourage open dialogue. Findings will be shared with participants and stakeholders, ensuring that the insights gained are accessible and can inform future decisions about school library services. This commitment to transparency enhances the

credibility of the research and reinforces accountability to both participants and the broader educational community.

Qualification of the Researcher

The researcher's qualifications are recognized as critical to ensuring ethical integrity in this study. Relevant academic training in educational research equips individuals with the necessary skills to effectively design and analyze studies. Prioritizing adherence to ethical guidelines, such as obtaining informed consent and maintaining participant confidentiality, is essential throughout the research process. The researcher's background supports a sensitive and respectful approach to the topic, ensuring high standards of rigor and objectivity. This commitment enhances the credibility of the findings and reinforces the responsibility to conduct ethical research that contributes meaningfully to the educational community.

Conflict of Interest

This study is committed to addressing any potential conflicts of interest to uphold the integrity of the research. Recognizing that personal, financial, or professional relationships could influence the research process or outcomes, all affiliations or interests that may be perceived as conflicts will be transparently disclosed. Data collection and analysis will be conducted impartially, ensuring that the validity and reliability of the findings are prioritized over any external influences. This commitment to ethical standards ensures the production of credible and trustworthy research that serves the educational community effectively.

Adequacy of Facilities

The adequacy of facilities is recognized as a crucial factor in conducting ethical research. Ensuring that resources and environments used for data collection, such as survey tools and interview settings, are appropriate and conducive to obtaining accurate and honest responses is a priority. Providing a comfortable and accessible space fosters a positive participant experience,

enhancing the quality of the data collected. Reliable and valid tools will also be utilized for data analysis to ensure that the findings are robust and credible.

Community Involvement

Community involvement is emphasized as a key ethical consideration in this study. Engaging with the school community, including students, teachers, and parents, throughout the research process enhances the study and fosters a sense of ownership among participants. Actively seeking input and feedback ensures that community perspectives are meaningfully represented in the research findings. This collaborative approach promotes transparency and trust, allowing participants to feel valued and heard. The results will be shared with the community to ensure that the insights gained contribute to informed improvements in school library services.

2.3. Research Respondents—The study's respondents will be teachers from the San Isidro District under the Davao del Norte Schools Division. Using Slovin's formula with a 5% margin of error, the researcher proportionately distributed the samples to be determined as respondents from the respective schools, and the respondents will be informed face-to-face. They will likewise be oriented about the study's purpose and importance and contribution to their professional development status. Collecting data in a face-to-face manner requires a systematic and organized approach to ensure accuracy, reliability, and ethical compliance throughout the process. First, respondents should be formally invited to participate, with clear communication about the study's purpose, procedures, and their rights as participants. This can be done through letters, emails, or personal outreach. Before proceeding, informed consent must be obtained to ensure that participants voluntarily agree to be part of the research, understanding their right to withdraw at any time. During face-to-face data collection, a structured environment should

be created to facilitate a smooth interaction between the researcher and participants. For surveys or interviews, the researcher should provide participants with the necessary materials, such as questionnaires or interview guides, and ensure that the setting is comfortable, accessible, and free from distractions. Privacy must be prioritized to encourage participants to share honest and unbiased responses without fear of judgment or influence. In-person interviews enable researchers to observe non-verbal cues like facial expressions and body language, providing context to verbal responses. These interactions also enable the researcher to seek clarification or probe deeper into certain responses when necessary, enhancing the richness of the data collected. Responses can be recorded with participants' consent, or detailed notes can be taken during the interaction to maintain accuracy. At the conclusion of each session, participants should be thanked for their time and contributions, and any questions or concerns they have should be addressed. It is essential to maintain proper documentation and securely store collected data to ensure confidentiality. Overall, face-to-face data collection fosters a direct and meaningful connection with participants, encouraging comprehensive and candid responses that enhance the quality of the research findings. Teachers are considered qualified respondents in this study on school library functionality because of their integral role in the educational ecosystem and their direct interaction with both the library and their students. Their insights and experiences are essential for understanding how effectively the library supports curriculum delivery, teaching strategies, and student learning outcomes. As educators, they are uniquely positioned to evaluate the relevance, quality, and accessibility of library resources and services, as well as the library's overall impact on student engagement and academic performance. Teachers often act as facilitators, guiding students on effectively utilizing library resources,

making their perspective vital to assessing the library's functionality. In selecting respondents, the study will include teachers who meet specific inclusion criteria to ensure the reliability of the findings. These criteria include being currently employed in the San Isidro District under the Davao del Norte Schools Division; having at least one year of teaching experience to ensure familiarity with the library's resources and services; having taught subjects that require active use of library resources; and having participated in school initiatives or activities that involve collaboration with the library. These criteria help ensure that the respondents possess relevant knowledge and experience, allowing the study to comprehensively address the practical needs and challenges associated with school library functionality.

2.4. Research Instrument—In this study, the researcher adapted survey instruments from multiple sources to align with the research problem, variables, and overall objectives. Primary reference was drawn from Navarro-Cota et al. (2024), who developed a comprehensive usability measurement tool for m-learning applications. Additional sources included Hupe and Van Keuren (2020), focusing on tracking student assistants' work at Dahlgren Memorial Library, and Setiawan (2024), who examined the psychometric properties of the Learning Environment Diagnostics Instrument. The contents

2.5. Data Gathering Procedure—The guidelines for this process adhere to the policies of The Rizal Memorial Colleges, Inc. As part of the formal request, researchers delineate their intentions regarding data collection, analysis, and dissemination, aligning these with the overarching research goals. This communication proactively addresses anticipated concerns or questions from recipients, as well as the confidentiality measures and potential benefits of the study. The formal permission request explic-

of these instruments were modified to suit the specific context and requirements of the present investigation. The researcher dedicated time to collecting and analyzing literature to identify concepts that informed the content and supported the instrument and its associated components. This careful process resulted in question items that addressed potential threats to the study's validity. The survey questionnaire had two parts. One part determined the extent of the school's library status in terms of current situation, desired condition, and essential requirements. Similarly, the second section of the survey evaluates teachers' perceptions regarding the functionality of school libraries, specifically focusing on aspects such as accessibility, the quality of available resources, and overall user satisfaction. To ensure the instrument's accuracy and consistency, the survey items will undergo test-retest procedures and reliability analysis using Cronbach's Alpha at the 0.05 level of significance. Cronbach's Alpha is a statistical measure that evaluates internal consistency by examining the intercorrelation of survey items, thereby determining how well they collectively represent a single construct. Reliability coefficients above 0.70 are deemed acceptable, with those exceeding 0.80 reflecting strong reliability, and values above 0.90 indicating excellent consistency (Tabachnick Fidell, 2019).

itly seeks authorization to proceed, emphasizing the pivotal role of their support in ensuring the research's success.

Permission to Conduct the Study

In March 2025, before data collection, the researcher will obtain necessary permissions from the relevant authorities, including the research adviser, the Dean of The Rizal Memorial Colleges, Inc., and the top management of DepEd Davao del Norte Division through the appropriate channels. This involved submitting

Scale, Descriptive Rating, and Interpretation of School Library Status

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The school's library status in terms of current situation, desired condition, and essential requirements / library functionality are always manifested
3.40 – 4.19	Extensive	The school's library status in terms of current situation, desired condition, and essential requirements / library functionality are oftentimes manifested
2.60 – 3.39	Moderately Extensive	The school's library status in terms of current situation, desired condition, and essential requirements / library functionality are sometimes manifested
1.80 – 2.59	Less Extensive	The school's library status in terms of current situation, desired condition, and essential requirements / library functionality are rarely manifested
1.00 – 1.79	Not Extensive	The school's library status in terms of current situation, desired condition, and essential requirements / library functionality are not manifested

a comprehensive research proposal outlining study design, procedures, and potential risks and benefits. The researcher will provide detailed information about the study's purpose, goals, and methods for data collection, analysis, and reporting. Furthermore, in February 2025, immediately after the colloquium, the researcher will take steps to ensure that all participants are fully informed about the study, their rights, and the nature of their involvement. Informed consent will be obtained from each participant before participating in the study. The researcher is committed to data accuracy and completeness during the last week of March 2025. Questionnaires will be distributed and retrieved using a standardized and systematic approach, ensuring reliability in collecting responses from participants.

Collation and Statistical Treatment of Data

The researcher will take time to manage the data. She will ensure that accurate data gathered will be sorted accordingly through Microsoft Excel and later transferred to JASP. All necessary information will be collected. Consistency will also be considered to make the problem's statement relevant. Reliability and validity will be reviewed to lessen the degree of error in the analysis.

Justification of the Grouping Variable

The categorization of school library functionality into Current Situation, Desired Condition, and Essential Requirements provides a structured framework for comprehensive needs assessment and strategic planning. This tripartite model facilitates a nuanced understanding of existing conditions, aspirational goals, and fundamental standards necessary for effective library services. The Current Situation reflects the current state of school library resources and services, encompassing accessibility, resource quality, and user satisfaction. Assessing the current state is crucial for identifying gaps

and areas requiring immediate attention. According to the American Association of School Librarians (AASL), evaluating the current status of school libraries enables stakeholders to make informed decisions to enhance library programs and align them with educational objectives (AASL, 2024). The Desired Condition represents the envisioned state of the school library as perceived by stakeholders, including educators, students, and administrators. This component aligns with the principles of goal-setting theory, emphasizing the importance of clear, attainable objectives in driving organizational improvement. Articulating the desired condition allows for the alignment of library services with the evolving needs of the school community and supports the development of targeted strategies for enhancement (Instructional Empowerment, 2024). The Essential Requirements pertain to the baseline standards and competencies a school library must possess to function effectively. These requirements are often delineated by national and international guidelines, such as the IFLA School Library Guidelines, which outline the core functions and services that school libraries should provide (IFLA, 2021). By identifying and adhering to these essential requirements, schools can ensure that their libraries meet the fundamental criteria necessary to support student learning and information literacy. Employing these categories as grouping variables in data collection and analysis allows for a comprehensive evaluation of school library functionality. This approach facilitates the identification of discrepancies between the current state and desired outcomes, enabling the development of targeted interventions to bridge these gaps. Moreover, it supports evidence-based decision-making and prioritizes resource allocation to areas of greatest need (U.S. Department of Education, 2023).

2.6. Data Analysis—

This section outlines the statistical procedures employed to analyze the data gathered in response to the research questions posed in the study. Specifically, a one-way Analysis of Variance (ANOVA) was conducted to determine whether significant differences exist in school library functionality when categorized according to the current situation, desired condition, and essential requirements. A post hoc Tukey Honestly Significant Difference (HSD) test was applied to examine specific group differences further. These inferential techniques were selected to ensure the robustness and reliability of comparisons among the identified grouping variables. All data were processed using statistical software to ensure accuracy and objectivity in interpreting results.

Descriptive Statistics – Mean Scores To address Statement of the Problem numbers one and two specifically, the extent of school library status in terms of the current situation, desired condition, essential requirements, and the extent of school library functionality, including the mean and standard deviation, was employed. These measures provided a comprehensive summary of respondents' perceptions and allowed for an initial interpretation of the data distributions across key variables.

Analysis of Variance (ANOVA) To respond

to Statement of the Problem number three, which investigates whether there is a significant difference in school library functionality across the three statuses, Analysis of Variance (ANOVA) was utilized. As Tabachnick and Fidell (2019) recommended, ANOVA is an appropriate statistical technique for comparing the means of more than two independent groups. It computes the F-statistic to determine whether the observed differences among group means are statistically significant or could have occurred by random variation.

Post Hoc Analysis A post hoc analysis using Tukey's Honestly Significant Difference (HSD) test was conducted following a statistically significant ANOVA result. This procedure allowed for the precise identification of which specific pairs of group means differed significantly, thereby clarifying which condition—current situation, desired condition, or essential requirements—has the most substantial impact on school library functionality. All data analyses were conducted using Jeffrey's Amazing Statistics Program (JASP), version 0.12.2.0. The outputs were interpreted in alignment with the study's objectives, and findings were discussed accordingly to draw meaningful educational implications.

3. Results and Discussion

This chapter presents the results of the statistical analysis conducted to examine the functionality of school libraries concerning their current situation, desired condition, and essential requirements. Utilizing a one-way analysis of variance (ANOVA) followed by post hoc comparisons, the study aims to identify whether significant differences exist among the defined levels of library functionality across the three dimensions. The findings are interpreted in the context of the study's objectives and research questions, with particular attention to patterns, variations, and implications for educational resource management. Each result is systematically discussed to offer insights into the alignment between existing library conditions and the functional standards expected by stakeholders within the school community.

3.1. Frequency Distribution of Respondents' Group Perceptions Regarding The School Library Status —Table 1 presents the frequency and percentage distribution of respon-

dents based on their perception of school library status across three categorical groupings: Current Situation (CS), Desired Condition (DC), and Essential Requirements (ER). A total of 170 respondents participated in the study. The table shows that the most significant proportion of respondents ($n = 85$, 50.00%) identified with the Desired Condition (DC) grouping. This indicates that half of the respondents perceived school library functionality as aligned more with what should ideally be achieved rather than what currently exists or is minimally required. This finding highlights an aspirational gap between actual practice and stakeholder expectations. This result is consistent with recent studies emphasizing the increasing demand for

library modernization to meet evolving educational standards (Torres Vega, 2022). On the other hand, 57 respondents (33.53%) classified their perceptions under the Current Situation (CS) category. This proportion suggests that approximately one-third of the participants assessed school library conditions based on existing realities, which may reflect both the operational strengths and limitations of current library infrastructure and services. According to Martinez et al. (2023), stakeholder identification with current conditions often reveals the urgency of addressing observable gaps in resource access, technological integration, and service efficiency in public school libraries.

Table 1. Frequency Distribution of the Respondents' Group Perceptions regarding School Library Status

Library Status Group	F	Percent
CS (Current Situation)	57	33.529
DC (Desired Condition)	85	50.000
ER (Essential Requirements)	28	16.471
Total	170	100.000

Only 28 respondents (16.47%) fell under the Essential Requirements (ER) grouping. This relatively low percentage may imply that minimum standards, as defined by library guidelines or policy benchmarks, are either undercommunicated or underprioritized in school practice. Previous findings by Bautista and Enriquez (2021) suggest that when minimum functional requirements are not met or clearly understood, school libraries struggle to effectively support instructional and literacy objectives. The evident variation in group perceptions justifies using ANOVA and post hoc procedures to determine whether statistically significant differences in school library functionality exist among the three status categories.

3.2. Extent of School Library Resources— School library resources encompass the physical, digital, and human assets to support teaching, learning, and literacy development. These include print and non-print materials such as books, journals, e-resources, multimedia tools, infrastructure, and personnel like trained librarians. This study assessed school library resources regarding the current situation, desired condition, and essential requirements. The analysis revealed variations in perceptions among respondents, suggesting that while some schools meet basic standards, others aspire for improved resource quality and accessibility. This aligns with findings by Bautista and Enriquez (2021), who emphasized that equitable access to updated and relevant library resources remains a

key challenge in many Philippine public schools. Ensuring the adequacy and relevance of these resources is essential to enhancing learner engagement, supporting curriculum delivery, and fostering a culture of reading. Summary of the Extent of School Library Resources

Table 2 presents a comparative summary of the mean scores for the three domains used to assess school library resources: Current Situation, Desired Condition, and Essential Requirements. The data reveal that all three dimensions received a descriptive interpretation of Extensive, indicating that respondents generally perceive school library resources to be sufficiently available, functional, and aligned with stakeholder expectations. Among the three domains,

the Essential Requirements received the highest mean score of 3.71, suggesting that respondents strongly affirm the presence of baseline library features, such as qualified personnel, resource maintenance, and adherence to operational standards, as foundational to library functionality. This result underscores the importance of meeting policy-based standards to ensure effective delivery of library services. The Desired Condition followed with a mean of 3.67, indicating that while schools are perceived to meet essential standards, stakeholders envision a higher level of service quality and innovation, particularly in resource diversity, accessibility, technological advancement, and programmatic offerings.

Table 2. Summary on Extent of School Library Resources

No	School Library Resources	n	Mean Score	Descriptive Interpretation
1	Current situation	170	3.63	Extensive
2	Desired condition	170	3.67	Extensive
3	Essential requirements	170	3.71	Extensive
Mean Average		170	3.67	Extensive

Meanwhile, the Current Situation registered a slightly lower mean of 3.63, yet still within the Extensive range. This reflects a general acknowledgment that while the present conditions are functional, there remains room for continuous improvement toward desired outcomes. The overall mean average across all domains is 3.67, reaffirming respondents' consistent perception that their school libraries are operating at an extensive level. These findings provide a solid basis for further analysis to determine whether statistically significant differences exist among the three categories, which is addressed in the subsequent inferential tests.

3.3. Extent of School Library Functionality—School Library Functionality refers to the degree to which a school library effectively sup-

ports teaching, learning, research, and student development. It encompasses several key dimensions, including accessibility of resources, quality and relevance of materials, availability of support services, adequacy of physical space, and overall user satisfaction. A functional library not only meets the minimum requirements outlined by institutional or national standards but also adapts responsively to the evolving needs of learners and educators. This study assessed school library functionality based on respondents' perceptions across three primary indicators: accessibility, resource quality, and user satisfaction. These indicators collectively reflect how well the library performs as a learning environment. Accessibility addresses whether students and teachers can easily use the library's

services and materials during appropriate times. Resource quality involves the breadth, accuracy, and usefulness of the library's collection and technology infrastructure. User satisfaction captures the overall experience of library users, including their perceptions of service delivery, comfort, and effectiveness. According to the International Federation of Library Associations and Institutions (IFLA, 2021), a functional school library must go beyond simply housing books it must serve as an active instructional partner that fosters independent learning, critical thinking, and information literacy. Moreover, Caperida (2024) emphasized that functionality is not only determined by physical resources but also by how well the library supports academic engagement and student outcomes. Therefore, assessing library functionality provides essential insights for school administrators and policymakers seeking to align library services with broader educational goals.

Summary on the School Library Functionality

Table 3 summarizes the extent of school library functionality as perceived by the respondents, using three key indicators: Accessibility, Resource Quality, and User Satisfaction. The

findings indicate that all three dimensions were rated as Extensive, reflecting a strong and consistent perception that school libraries in the study area effectively support educational objectives. Among the three indicators, User Satisfaction received the highest mean, suggesting that stakeholders particularly students are highly pleased with the services, environment, and responsiveness of the school libraries. This may reflect positive experiences regarding staff support, quality of materials, and the overall conduciveness of the space for academic work. Resource Quality followed closely, with , indicating that respondents find the library collections, formats, and materials to be sufficiently relevant, up-to-date, and diverse. This affirms the importance of maintaining a curriculum-aligned, multi-format resource base that caters to learners' academic and personal interests. Accessibility received the lowest mean score ($M = 3.65$), though still within the Extensive range. This implies that while most users find it easy to access the library and its resources, there may be marginal limitations in terms of hours of operation, digital access, or spatial inclusivity areas that could be further enhanced to improve functional equity.

Table 3. Summary on Extent of School Library Functionality

No	School Library Functionality	n	Mean Score	Descriptive Interpretation
1	Accessibility	170	3.65	Extensive
2	Resource quality	170	3.66	Extensive
3	User satisfaction	170	3.70	Extensive
Mean Average		170	3.67	Extensive

These findings collectively support the notion that school libraries play an integral role in teaching-learning. According to the International Federation of Library Associations and Institutions (IFLA, 2021), effective school libraries demonstrate balanced performance

across access, content, and service quality. Moreover, Alcaraz and Mendoza (2023) assert that these dimensions are interdependent; improvements in one area (e.g., resource quality) often enhance outcomes in another (e.g., user satisfaction). Estrada et al. (2024) further em-

phasize that sustained investment in all aspects of library functionality contributes significantly to student engagement and academic performance. In summary, the results in Table 5 confirm that school libraries in the study context are functioning highly across core domains. This underscores their relevance as educational resources and justifies ongoing efforts to sustain and further develop library services.

3.4. Significant Difference In School Library Functionality When analyzed Across The

Current Situation, the Desired Condition and Essential Requirements—The descriptive results in the table present the mean, standard deviation (SD), standard error (SE), and coefficient of variation (CV) for User Satisfaction (DVUS_AVE), categorized by the three Library Status Groups: Current Situation (CS), Desired Condition (DC), and Essential Requirements (ER). These descriptive statistics offer insights into the general trend and variability of user satisfaction as perceived within each grouping.

Table 4. One-Way ANOVA on User Satisfaction Across Library Status Groups

Source	Sum of Squares	df	Mean Square	F	p
LS_GROUP	0.071	2	0.035	0.694	0.501
Residuals	8.507	167	0.051		

In other words, whether respondents assessed the school library based on its current situation, desired condition, or essential requirements, their satisfaction ratings did not significantly vary. This finding suggests a consistent perception of satisfaction across different perspectives of library functionality. According to Tabachnick and Fidell (2019), a non-significant ANOVA result implies that observed group mean differences are likely due to random variation rather than systematic effects. Therefore, this study finds no empirical basis to conclude that user satisfaction is influenced by how respondents contextualize the library's condition. These results are essential for school administrators and policymakers, as they suggest that user satisfaction remains relatively stable regardless of the operational frame of reference. However, they also highlight the need to examine other variables, such as access patterns, user demographics, or specific service components, that may better explain satisfaction variability. Conditions Significantly Impact School Library Functionality.

3.5. *Post Hoc Analysis for User Satisfaction Across Library Status Groups*—The results of the post hoc analysis using Tukey's Honest Significant Difference (HSD) test are presented to examine further the pairwise comparisons of user satisfaction among the three library status groups: Current Situation (CS), Desired Condition (DC), and Essential Requirements (ER). These findings reinforce the earlier ANOVA result, suggesting that perceptions of user satisfaction are statistically consistent across all three contextual groupings. As Tabachnick and Fidell (2019) assert, post hoc comparisons are only meaningful when the omnibus test (ANOVA) is significant; however, reporting them even without significance adds rigor and transparency to the analysis. Based on the results of the one-way ANOVA and subsequent post hoc analysis, no statistically significant differences were found in user satisfaction across the three library status groupings. As such, both null hypotheses (H_0 and H_a) were retained at the 0.05 significance level. These findings suggest that perceptions of school library functionality remain consistent

regardless of whether they are assessed from condition, or essential requirements. the standpoint of the current situation, desired

Table 5. Post Hoc Comparison

Comparison	Mean Difference	SE	df	t	p (Tukey)
CS vs. DC	0.040	0.039	167	1.024	0.563
CS vs. ER	0.051	0.052	167	0.976	0.593
DC vs. ER	0.011	0.049	167	0.229	0.971

4. Conclusions and Recommendations

This chapter presents the conclusions derived from the study's findings and offers corresponding recommendations based on empirical evidence. Guided by the research objectives and the results of both descriptive and inferential statistical analyses, this chapter addresses the extent of school library functionality as perceived through the dimensions of accessibility, resource quality, and user satisfaction, as well as their relationship to the contextual grouping variables: current situation, desired condition, and essential requirements.

4.1. Findings—The findings revealed that the largest proportion of respondents perceived the school library in terms of its desired condition, indicating a strong aspiration for improvements in resources, access, and services. This was followed by 33.53 of respondents who assessed the current situation, while only 16.47. The analysis revealed that the extent of school library resources in all three domains was rated as extensive. The essential requirements received the highest overall mean score, followed by the desired condition, and the current situation. These findings indicate that while respondents acknowledged the fulfillment of baseline requirements, they also expressed a positive outlook toward attaining aspirational benchmarks for a functional school library system. Respondents rated all three indicators of school library functionality as extensive. Among these, user satisfaction received the highest mean score, followed by resource quality, and accessibility. These results suggest that users generally perceive the library as an effective and supportive learning environment, with positive assessments in terms of staff responsiveness, quality materials, and overall service provision. Based on the one-way ANOVA results for user satisfaction, there was no statistically significant difference in library functionality across the three status groups. This indicates that user satisfaction levels remained consistent regardless of how the respondents contextualized the library—whether as it currently exists, as ideally desired, or as meeting essential requirements. Therefore, the null hypothesis was retained. Post hoc analysis using Tukey's HSD showed that none of the pairwise comparisons between status categories (CS vs. DC, CS vs. ER, and DC vs. ER) yielded statistically significant results. The most remarkable mean difference occurred between Current Situation and Essential Requirements, but this was insignificant. Thus, none of the three status categories significantly impacted school library functionality, and the second null hypothesis was also retained.

4.2. Conclusions—Based on the findings, the following are the conclusions: Based on

the frequency distribution of responses, it is concluded that most stakeholders perceive the school library through the lens of its desired condition. This highlights the prevailing aspiration to enhance library services and resources beyond the existing setup and minimum requirements, suggesting a strong stakeholder vision for continuous improvement. The extent of school library resources, across the dimensions of current situation, desired condition, and essential requirements was consistently rated as extensive. This indicates that respondents acknowledge the presence of functional resources in their libraries. Moreover, the higher mean score under the essential requirements suggests that most schools are meeting baseline expectations, although enrichment opportunities remain evident in the desired condition. The overall functionality of the school library, measured in terms of accessibility, resource quality, and user satisfaction, was also rated as extensive. Among these, user satisfaction registered the highest rating, suggesting that users generally appreciate the services and environment of the school library. This implies that current library practices are responsive to the needs of students and teachers, reinforcing the library's role as a supportive learning space. There is no significant difference in school library functionality when assessed across the three status groupings. This conclusion is based on the ANOVA result, which showed no statistically significant variation in user satisfaction. This suggests that the perceived functionality of school libraries remains stable regardless of whether they are evaluated in terms of their current status, ideal condition, or essential requirements. None of the individual status categories (current situation, desired condition, or essential requirements) significantly impacts school library functionality. The post hoc analysis confirmed that all pairwise comparisons resulted in non-significant differences, further validating the conclusion that perceptions of user satisfaction are consis-

tent across all three perspectives.

4.3. Recommendations—Based on the findings and conclusions of the study, the following recommendations are offered to enhance school library functionality and sustain its relevance in supporting academic achievement and lifelong learning: Future Researcher Strengthen alignment with the desired condition through strategic planning and investment. Given that the majority of respondents view the library in terms of its desired condition, school administrators and library coordinators are encouraged to develop improvement plans that progressively align current practices with aspirational standards. These may include expanding collections, extending library hours, and integrating more interactive and learner-centered services. Practitioners Sustain compliance with essential requirements while enhancing existing resources. As most schools were found to be meeting the minimum functional standards, efforts must be made to sustain this compliance by securing consistent funding, employing qualified staff, and regularly updating resource inventories. This ensures that the school library remains responsive to both academic and policy requirements. Policymakers Maintain high levels of accessibility, resource quality, and user satisfaction. The consistently high ratings across all three functional indicators suggest a solid foundation. However, school leaders should conduct periodic evaluations of physical access (especially for students with disabilities), material relevance, and service delivery to ensure these dimensions remain strong and inclusive over time. Encourage capacity-building and professional development for library personnel. To sustain and elevate the quality of service, school heads and district supervisors should provide ongoing training for library staff, focusing on digital literacy, inclusive service delivery, and library-based instruction. This will ensure that staff remain effective resource access and academic support facilitators. Continue monitoring

and documentation through data-driven library profiling. The use of assessment tools and performance indicators, as modeled in this study, should be institutionalized. District and division offices may consider replicating this approach to generate empirical data for resource planning, compliance verification, and program enhancement. Stakeholders Foster user participation and feedback mechanisms. Given the importance of user satisfaction, it is recommended that school libraries implement structured feedback systems—such as suggestion boxes, surveys, or focus groups—to gather input from students and teachers. These insights can inform service adjustments, acquisition priorities, and space utilization.

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