

FACTORS AFFECTING FACULTY UTILIZATION OF ACADEMIC RESOURCE CENTER

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ABSTRACT. This study investigated the elements that affect how academic resource centers (ARCs) in educational institutions' faculty members use the resources they provide. The level of faculty engagement with these resources is still a crucial factor to take into account even though ARCs are essential for boosting student performance and offering academic support. Key influences on teacher use patterns are identified by a thorough literature study, and these include institutional support, awareness, perceived benefits, and individual characteristics. This research emphasized the varied nature of faculty engagement with ARCs by using empirical investigations and surveys carried out in various educational environments. It emphasized the value of institutional policies and faculty development programs intended to generate more cooperation between professors and ARCs in order to support student accomplishment and the success of the institution as a whole. For more effective resource allocation and to improve the educational process overall, it is essential to comprehend the factors affecting teacher use of ARC resources.

Keywords: academic, factors, faculty, resource center, resources, utilization

INTRODUCTION

Library utilization by the stakeholders is always an item that is emphasized in every accreditation. Faculty members, being the facilitators of learning are expected to maximize the utilization of varied library resources so that their students will also do the same. In the University of the Visayas, full time faculty members are required to borrow at least two books per semester and access the various online resources, as stated in the University Strategic Plan for AY 2020-2023.

But, despite the given mandate, there were still few faculty members across all campuses who borrowed the printed resources, and accessed all the available e books and e journals.

Librarians also created some strategies such as creating infographics which were posted in the ARC FB Page, providing online services like online reservation of books, addressing their information and resources needs via chat and emails, and the like, to encourage and stimulate them to maximize utilization of all the available resources, but still to no avail.

The output of this study is to tackle these prevailing gaps so that all full-time faculty members of the university across all campuses could fully maximize the utilization of all available library resources. Also, through this, it is expected that collection resources and services offered could be enhanced to achieve the expected result targeted in the ARC Key Performance Indicators (KPI).

The ARC Quality Circle represented by the ARC Director and the different colleges and campuses which serves as the liaison between the ARC and the different units was also created, but the result was still the same. In spite of all the above-mentioned efforts, poor utilization is still very visible through the generated monthly utilization report. These challenged the ARC department to conduct this study so that the factors behind the poor utilization of the faculty could be known and properly addressed through the data being generated.

Objectives of the study

The Objectives of the Study is to determine the factors affecting the library resources utilization of all full-time faculty members of the University of the Visayas, during the academic year 2022-2023. The findings of which will be the basis for the formulation of Marketing Strategies and their implementation plan. Specifically, this study aims to answer the following questions: (a.) Describe the characteristics of the respondents in terms of (Personal data, age, gender marital status),(Professional advancement, length of servicejob position and education).(b.) Determine the purpose of the respondents in utilizing library resources.(c) Identify the factors affecting the respondents' utilization of resources, in terms of (Resources, Platform and interface, Personal knowledge and skills, Librarians Services, Others.).(d.) Formulate marketing strategies based on the findings of the study.

II.METHODOLOGY

Descriptive correlational research design will be utilized in the study. It is conducted in the University of the Visayas - Cebu including its satellite campuses. All 215 faculty members are considered as respondents of the study. Regression analysis will be utilized in the data analysis for a reliable result. The researcher will observe proper Ethical Considerations as mandated by the University in conducting the said the study will be conducted on all campuses of the University of the Visayas. These campuses are strategically located in various cities and municipalities of Cebu Province. The Main campus is located on Colon and D. Jakosalem Streets in Cebu City. While other campuses are located in Pardo, Cebu City, Minglanilla, Dalaguete, and Toledo City in the Southern part of the province. Other campuses are located in the Northern part of Cebu such as Mandaue City, Compostela, and Danao City. Chi Square is

used to analyze the data. In Data Gathering Procedure, the Pre Data Gathering, Actual Data Gathering, and Post Data Gathering is implemented in doing the procedure.

III. RESULTS AND DISCUSSIONS

Presentation, Analysis and Interpretation of Data

This chapter presents the results of the data collected. The data are the responses of the respondents which are treated statistically with weighted mean.

Table 1.

Age Bracket of the Respondents

Age Bracket	Frequency	%
20 - 40	83	60.14%
41 and above	55	39.86%
Grand Total	138	100.00%

According to the data, there are 83 individuals in the age range between 20 and 40. The count of Age, which is given as 60.14%, represents the proportion of individuals in this age bracket relative to the grand total. It shows that approximately 60.14% of the sampled population is composed of individuals aged 20 to 40. Additionally, there are 55 people aged 41 years and above, accounting for approximately 39.86% of the total sample or population, as indicated by Age. Therefore, the grand total represents a significant sum. A total sample size of 138 indicates that the majority of the respondents are aged between 20 and 40 years old. An institutions' ARC/Library provides access to an extensive information source (Okuonghae & Osedumme, 2019). However, access to ARC/Library materials can be influenced by age (Teravainen & Clark, 2017). This means that an individual's age may have an impact on their ability to utilize the resources that are available in ARC/Library. This implies that there might be a restrictions or limitations that vary the age of the individual (Soulen & Tedrow, 2021). For instance, younger ages might have access to limited selection of materials merely for their age-appropriate content, while older ages may have access to a wider range of resources. Moreover, ages between 20 and 40, in which most of them are still going school, they are most likely to visit a library for their academic and research purposes (Merga & Roni, 2017). It is essential for faculty member to be aware of the age of its clientele or students for them provide restriction in terms of the information they have read and exactly needed for its academic and research completion (Machimbidza & Mutula, 2020).

This data shows that there are 83 individuals in the age range between 20 and 40. This means that majority of the faculty members utilized more the ARC/Library. It is important for faculty members to be aware of the age bracket of its clientele or students to ensure that they access the right materials or databases that they needed. The age-based restrictions could ensure that the students are exposed to the materials that are suitable for their developmental stage and align with their academic and research requirements.

Table 2.

Gender		
Sex	Frequency	%
Male	49	35.51%
Female	89	64.49%
Grand Total	138	100.00%

Based on the data, there are 49 faculty members identified as male across all campuses, which indicates that males account for approximately 35.51% of the total. On the other hand, there are 89 individuals identified as female, accounting for approximately 64.49% of the population. This data reveals that the majority of full-time faculty members across the University of the Visayas are female.

Libraries aim to provide equal access and services to individuals, regardless of their gender (Gul, Shah, Hamade, & Mushtaq, 2016). This implies that the influence of faculty members gender does not affect their utilization in the ARC/Library. In terms of students' academic achievement, teacher's gender does not affect the student's performance (Effiom & Okeke, 2020). This suggests that regardless of the educators' gender, students are still able to perform well in school and does not influence the academic achievement of the students. Without gender discrimination, teachers are more likely to be motivated and perform their work effectively (Francisco, 2020). This implies that faculty members who are the same time an educator, without gender inequality, teachers can still able to perform better in their respective job and able to utilize the ARC/Library as they are committed in their work. However, female teachers tend to provide more feedback to the students than male teachers (Gong, Lu & Song, 2018). This affects the students' performance in school if their teacher is male as it limits the understanding of students specifically in where and what area should they improve (Al-Bashir, Kabir, & Rahman, 2016).

This data shows that majority of the faculty members are female. Libraries only aim to provide services regardless of one's gender. Utilizing the ARC/Library comes with learning and that is something that should not be forbidden regardless the gender of its clientele including faculty members. It is essential for ARC/Library institution to promote positive environment where students and its clientele maximize their academic potential and benefit from the valuable resources and services offered.

Table 3.

Marital Status		
Marital Status	Frequency	%
Single	73	52.90%
Married	65	47.10%
Grand Total	138	100.00%

Across all campuses of University of the Visayas, the data shows that majority of the respondents are identified as single, which approximately 52.90% of the total. Meanwhile, 65 of the respondents are married, which approximately 47.10%. This data reveals that majority of the respondents across all campuses of University of the Visayas are single. The teacher had a considerable impact on students' achievement when considering the marital status. The students of married teachers had the best marks, then those of single teachers (Alufohai&Ibjafidon, 2015). This only means that the efficacy of teachers in teaching does not depend on their status in life. Generally, libraries strive to provide equal access to information and resources to its clientele regardless to the marital status of faculty members (Igbafe&Ogonor, 2019). ARC/Library are typically designed to serve to its clientele, including teachers, learners, and researchers without any biases or discrimination based on marital status of an individual. However, a study from Gboyega and Poola (2010), shows that there was a correlation between the teachers' marital status and teachers' self-efficacy. This means that the teachers' marital status of affect their performance as an educator. Married teachers tend to do more things in school (Odonga, Aloka,Raburu, 2015). Marital status did not notably determine the teachers' job performance (Oselumese, Okogbo, &Vinnela, 2016). This means that the teachers' marital status did not also affect their job satisfaction, wherein it does not have a noticeable impact on their general satisfaction in terms with their job.

As far as the study concerned, the data shows that the majority of the faculty members are single and 65 of them are married. Most studies shows that it does not affect their performance and they are still able provide better quality of education to their students. This means that the marital status of the faculty members is something that should not be discriminated and something that that not should be focused as there are more existing problems that needs to be addressed. By any chance that there are concerns related to faculty members' marital status in the context of library services, it would be essential to evaluate whether those concerns are justified that any policies act in accordance with equality and anti-discrimination.

Table 4.

Length of Service		
Length of Service (in years)	Frequency	%
1 – 10	86	65.15
11 – 20	34	25.76
21 - above	12	9.09
GrandTotal	132	100.00%

The data shows that the length of service of the respondents are new to the organization with one to 10 years (n=86). There is a certain drop of members with 11 to 20 years of length of service (n =34). This attrition rate can be best explained with transfer of some members of the organization to other organizations looking for a better work conditions and benefits. Currently, many teachers have applied and were hired to teach abroad. Several members of the organization with length of service 21 and above (n=12) have continued their service. This shows that with the length of service of the respondents, in terms of adaptability to change, they are able to cope with new technology and library practices to ensure that its staff continue to play an essential role while meeting the evolving needs of students.

This data suggests that the length of service of the faculty members shows that they have shared their knowledge and expertise in terms of the ARC/Library resources, services, and operations (Cabfilan& Ricardo, 2020). This means that they are more likely have developed deep understanding in terms of the needs of the clientele, as well as their preferences. Their experience or length of service has provided them guidance and support to their Arc/Library colleagues and clientele (Donabedian, Carey, & Balayan, 2018). Skilled faculty members play an integral role in terms of adaptability and innovation (Lucas, 2011). This means that skilled faculty members or faculty members in a service for a very long time, become a mentor and leaders in the library wherein they guide and support their new members, and share their expertise and knowledge to them. Their experience provides them with the ability to mentor and guide their staff, clientele, and students in certain areas such as services, research support, and management of the library (Lyon, Kuntz, Edwards, Butson, & Auten, 2016). Since, the presence of advanced technology has given the ARC/Library an opportunity to operate in most convenient way, faculty members who are in a long service period has adapted the technology and make innovative approaches in its operations and services (Somarajan, Esmail, &Musthafa, 2022).

This data shows that the length of service of the faculty members affect the utilization of ARC/Library. The length of service of the faculty members shows their commitment in their job. Through the length of service, faculty members are able to gain experiences, wherein they are able to gain and share their knowledge and expertise in terms the ARC/Library resources, services, and operations to its clientele. Meanwhile, length of services also developed the mentorship and leadership skills of the faculty members where in their leadership contribute to the general stability and effectiveness of the ARC/Library. The length of service of the faculty members also shows their ability to adapt the technology. This shows their adaptability which is

integral for faculty members as this shows their eagerness to espouse innovative approaches for ARC/Library services and operations. Therefore, their length of service shows their contribution to the growth of ARC/Library and its relevance in an expeditious progress of information.

Table 5.

Job Position		
Position-Designation	Frequency	%
Teaching Personnel	130	94.20%
Administrator	8	5.80%
Grand Total	138	100.00%

Based on the provided data, it is considered that the majority of the personnel in the organization are teaching personnel, accounting for 94.20% of the total. On the other hand, administrators make up a smaller proportion, comprising only 5.80% of the total.

Libraries have been constantly playing an integral role in academe, particularly in research and teaching activities (Mathar, Hijrana, Haruddin, Akbar, Irawati, & Satriani, 2021). Teaching personnel are more likely to utilize the ARC/Library as they must have an access to educational resources. Teachers must utilize the school library to improve the quality of teaching and for them to enhance student achievement (Kammer, King, Donahay, & Koeberl, 2021). It is crucial for teaching personnel to utilize the ARC/Library to improve the quality of education and to attain students' engagement. It is essential for teaching personnel to utilize its ARC/Library to support and recommend the available resources to the students especially in terms of completing their academic and research requirements. Teaching personnel utilizing ARC/Library for searching materials such as reading materials, handouts, and assignments, they needed to guide the students (Jamil, Tariq, & Jamil, S. 2013). This means teachers show preparedness as they utilize ARC/Library to search appropriate resources to attain the better quality of education. Moreover, one of their roles of administrator is to contribute to the general success of the ARC/Library as well as its impact on teaching and learning. Administrators play an essential role in making the ARC/Library successful (Mark & Mcnee, 2019). It is important for administrators to be knowledgeable about how an ARC/Library operates for them to identify potential risks and make a strategic way to mitigate such risks (Harland, 2021). This means that administrators must collaborate with other faculty members in order to determine the factors that affect the faculty utilization of ARC/Library.

This data suggests that the organization gives has a primary focus on teaching and education-related roles, with teaching personnel being the predominant workforce. This could indicate that the organization is primarily an educational institution, where the main objective is to provide instruction and learning opportunities to students. Teaching personnel often utilize ARC/Library to enhance the effectivity of their way of teaching and provide their students a better quality of education. Administrators must possess collaboration skills as administrators

work closely with teachers and it is crucial to build a strong relationship with them to promote resources and services in ARC/Library.

Table 6.

Employment Status		
Employment Status	Frequency	%
Full-time	113	81.88%
Part time	25	18.12%
Grand Total	138	100.00%

This particular data revealed that 113 of the respondents work as a full-time employee across all campuses of the University of the Visayas, while 25 of the respondent's work as a part-time worker. Full-time employment is a work arrangement where an individual is employed for a standard number of hours per week, while part-time employment refers to fewer hours per week (Dillender, Heinrich, & Houseman, 2022). Full-time faculty members are more likely to have higher job satisfaction (Muluk, 2017). This can affect their performance as a teacher and the student's performance (Omar, Lolli, Chen-Mc-Cain, & Dickerson, 2011). Full-time workers tend to utilize more in ARC/Library as they have to prepare the resource and information needed for their class. However, part-time employee working conditions affect the student's performance (Elshafie, 2022). This means that part-time employees have a less job satisfaction which merely affects the performance of their students as the teachers themselves are not being effective (Liu & Zhang, 2014). This also shows that part-time employees tend to have a low level of utilizing the institutions' ARC/Library. The institutions' ARC/Library offers a specific standard in order to meet the objective of a certain lesson. Therefore, if by any chance that part-time workers are having a hard time looking for pertinent resources, it would affect their performance as they do not utilize the institutions' ARC/Library more often compared to full-time employees.

This data suggests that full-time employees typically imply a higher level of engagement and involvement towards their students, while part-time workers may be hired for specific roles. This means that full-time employees have the high possibility in utilizing the libraries as they allocate sufficient time for various activities, which may result in a greater need for access to information and resources compared to part-time employees. Both full-time and part-time employees rely on the ARC/Library to access the resources needed to obtain effectiveness. However, full-time and part-time employees differ in terms of frequency of utilizing the ARC/Library.

Table 7

Educational Attainment		
Educational Attainment	Frequency	%
Doctoral Degree	25	18.12%
Master's Degree	40	28.99%
Bachelor's Degree	73	52.90%
Grand Total	138	100.00%

Across all the campuses of University of the Visayas, 52.90% indicates that a significant portion of the personnel hold a bachelor's degree. Furthermore, 28.99% holds a master's degree and 18.12% obtained doctoral degree. The educational attainment shows that the university has a wide range of educational background, encompassing diverse levels of academic training and knowledge.

Libraries plays a crucial role educational attainment of students. This helps the students, including teachers who wish to obtain higher degree, demonstrates their commitment in further education and specialization. One of the purpose of institutions' ARC/Library is to aid the undergraduates, postgraduates, lectures, and its members (Okpa, Asibi&Eruvwe, 2022). Libraries play a vital role in imparting knowledge to the students and teachers to attain higher education (Rodrigues &Mandrekar, 2020). Generally, libraries help individuals in preparing themselves to achieve a specific degree, such as bachelor's degree, master's degree, and doctoral degree as library and education are inseparable (Darhmingliana, 2018). This means that ARC/Library helps faculty members in obtaining high level of educational attainment as libraries are full of resources and information that they might be needed for their academic and research requirement. Faculty members educational attainment shows that they are equipped and knowledgeable enough in utilizing the ARC/Library and might contributed to enrich the learning environment of the ARC/Library (Ogunmodede&Emeahara, 2010). Based on the educational attainment of the faculty members, clientele can seek for help especially in terms of looking for particular information or resources. Professionals are knowledgeable enough in terms of library resources (Asemi&Aghajan, 2018).

This data shows that the educational attainment of the faculty members may influence their utilization in ARC/Library. Doctoral degrees are more likely to contribute to research and mentoring the clientele, while Master's degrees may guide the clientele in terms of their respective discipline and specialized knowledge. The educational attainment of the faculty members shows their utilization in the library in a way that it helps them in their research, especially for those obtaining the masters and doctoral degree. The fact that majority of them are in the service for a long time, it is possible that they utilize the ARC/Library in obtaining their masters and doctoral degree. Therefore, the educational attainment of the faculty members shows their utilization of the ARC/Library.

Table 8.

Types of ARC/Library Resources

Type of ARC/ Library Resources	Frequency	%
Printed	14	10.14%
nonprint/online	12	8.70%
Both print and online	112	81.16%
Grand Total	138	100.00%

This data shows that majority of the faculty members preferred both printed and online resources. Textbooks are considered as a vital source of teachers when it comes to learning. Teachers urged students to rely on printed textbooks as a trusted and reliable source of information in all subjects (Fasso, Knight, & Knight, 2014). People tend to understand and comprehend what they read more effectively when using physical books rather than from online resources. However, due to the advancement of technology, teachers now prefer looking on resources online as it is more accessible and convenient (Piramanayagam & Seal, 2020). The power of technology has opened new ways for people to learn and acquire knowledge. There are teachers and students prefer online resources because it is portable, save physical space, convenient, able to save time and money, and are easy to use (Rosso, 2009). Teachers and students spend time in reading books from a library or a bookstore and even online resources (Desmond, 2014). Therefore, library utilization is the one of the most important factors for academic success especially in utilizing the ARC resources well.

As far as the study concerned, it was revealed that faculty members fully utilized the available resources that the clientele needed as they preferred both printed and online resources for their academic and research needs. Both teachers and its clientele allocate their time in engaging with various materials, such as books and online resources for their academic and research needs. This demonstrated the importance of both traditional and adapting digital formats for educational purposes. To attain effective learning, faculty members must harness the advantages of technology while also recognizes the value of printed resources. Therefore, by exploring effective and efficient strategies for utilizing the strengths of both printed and online resources, it can contribute by continuously improving the learning outcomes of the clientele as well as promoting a coherent educational environment while utilizing the ARC resources.

Table 9

Frequency of Utilization

Frequency of ARC/Library Utilization	Frequency	%
Once Every Semester	30	21.74%
Once a month	44	31.88%
Once a week	43	31.16%
Daily	9	6.52%
Others	12	8.70%
Grand Total	138	100.00%

This shows that for its clientele to acquire more information to complete their academic and research needs, faculty members utilize their ARC one a month. Faculty members are only required to borrow at least two books per semester. Utilizing ARC one a month suggests a level of regularity in their engagement with academic and research materials. However, it also suggests that it is considered as one of the factors as there might be a limited resources that a clientele needs for their academic and research needs (Shonhe, 2019). Additionally, if such clientele is pursuing higher levels of study, once a month may be considered infrequent (Musa,

2016). ARC/Library that has limited resources will affect the utilization of its clientele (Gyau, Jing, & Akowuah, 2021). This means that this limitation can affect the ARC/Library utilization of faculty members which can possibly impact their academic and research productivity as well as success. The availability of library resources is an essential component of students' learning especially in terms of their academic and research needs (Lasig & Collantes, 2022). An institution with sufficient library services, students in that institution able to learn and perform better academically (Aernyi & Odeh, 2017).

As far as the study concerned, it was revealed that faculty members only utilized its ARC/Library once a month. As per University Strategic Plan for AY 2020-2023, faculty members are required to borrow at least two books per semester and access the various online resources. This suggests as a factor as the utilization is infrequent. Utilizing the ARC once a month might be sufficient if the individuals have limited research requirements or primarily rely on other sources for their academic work. However, for individuals with more intensive research needs or those pursuing higher levels of study, once a month may be considered infrequent, which is a factor as this shows that there are limited resources in their ARC. Therefore, to fully evaluate the impact of utilizing the library once a month, it is essential to consider other factors such as breadth and depth of the required resources, the availability of online alternatives, and the specific goals of the individuals involved, especially when it comes to the specific resources needed for the completion of the individuals' academic or research requirement.

Table 10

Other reasons of using the ARC

Trimester

For now, once every Semester. But looking forward to build a habit of using ARC resources once a month.

Seldom

Depending upon need for references for my classes and research

As needed

If needed

Thrice a week or as needed

When needed

When in need and for studying

The data show a wide range of use frequencies for clients, taking into account their different needs and preferences. Libraries play a crucial role to remain relevant in terms of information, resources, and knowledge for its clientele (Awogbami, Opele, & Adeoye, 2021). The frequency of utilizing the ARC/Library is essential for faculty members who are at the same time educators to support their teaching (Scoulas & De Groote, 2023). This means that their frequency of utilization is based on their academic and research needs. This data revealed that faculty members have a low utilization of the ARC/Library which means that it is a factor as they only utilize ARC/Library if they needed. Meanwhile, frequency of utilizing the

ARC/Library is important for them to recognize their role and purpose in enhancing their learning especially in terms with their academic and research requirements (Gimena & Doming, 2014). The fact that they consider the value of using the ARC/Library in support of their educational and research needs shows a positive sign (Burrows, 2019). However, the responses “seldom” or “as needed” suggests that there may be factors that hinders more frequent utilization (Eiriemiokhale, 2020). This means that there is limited available resources needed for their academic and research needs.

As far as the study is concerned, a high number of respondents also use the ARC library at least once a month or weekly indicates that they are regularly engaged with academic and research materials. Nevertheless, the figures show that a high percentage of respondents indicated an occasional use such as one per semester or periodic need to do so. It underlines the potential need for intervention with a view to encouraging regular use of these individuals. Although a significant proportion of clients show that they regularly use the ARC/Library, there is room for improvement in terms of promoting greater consistency and regularity among users. University of the Visayas can enhance their use of resources from the ARC/Library, contributing to academic success for its clients by tackling obstacles and supporting them in a specific way.

Table 11.

Purpose of Utilization		
	Indicators	Mean
1	Accreditation Requirement	3.36
2	Institutional Mandate	3.35
3	Professional Obligation	3.51
4	Curriculum Preparations	3.54
5	Research Endeavors	3.50
6	Professional Growth	3.59
7	Personal Satisfaction and consumption	3.44
8	Improvement of Quality of Teaching	3.66
9	Intellectual Curiosity	3.49
10	Leisure Purposes	3.18
	Weighted Mean	3.46

The data implies that the clientele primarily utilize the ARC/Library for purposes related to their professional and academic endeavors. The high mean scores for indicators such as "Improvement of Quality of Teaching," "Professional Growth," and "Curriculum Preparations" indicate that the ARC/Library is perceived as valuable in supporting these aspects of their work. This highlights the importance of the ARC/Library in enhancing teaching effectiveness, professional development, and curriculum planning. The success of the education system relies on the availability, accessibility, and utilization of information resources. Particularly, teachers, learners, and researchers are provided with knowledge and information in institutions'

ARC/Library (Ternenge & Agipu, 2019). This means that faculty members fully utilized their ARC/Library for they aim to improve their individual skills as well as provide a better quality of education to their students and able to develop life-long learning. In addition, it indicates that clientele also recognize the importance of using the ARC Library to fulfill the institutional needs and support their research activities as a result of mean scores for indicators like "Accreditation Requirement," "Institutional Mandate" and "Research Endeavors." This implies a proactive approach when it comes to professional obligations and academic expectations (Abubakar, 2022). This means that faculty members utilized the ARC/Library as they are required, it is an institutional mandate, and for their research endeavors. Furthermore, the lower average score for "Leisure Purposes" shows that clientele may not consider the ARC Library to be a primary source of recreational or leisure activities. This indicates that the focus of ARC/Library utilization is primarily academic or work-related. However, it is still recommended for its students to better spend their free time on reading and acquiring new knowledge for their enhancement and development (Itsekor & Nwokeoma, 2017). Having a habit of reading during free time can increase level of relaxation and increase level of productivity. This has been constantly important for the students as well as educators to acquire knowledge which can be imparted to its students and be able to gain insights particularly in academe (Nmecha & Horsfall, 2019). Spending the individual's leisure time in reading will make them motivated, happy, relaxed, and even satisfied (Tenopir, Talja, Late, & Christian, 2019). Therefore, this data suggests that ARC/Library should continue to prioritize and enhance its resources, services, and support in alignment with the identified purpose of utilization. This includes fostering an environment conducive to professional growth, providing resources for curriculum development, and facilitating research endeavors. The ARC/Library can further adapt its offers in response to customer needs and priorities, contributing to their complete academic success and professional development.

As far as the study concerned, the data revealed that faculty members completely utilized their ARC/Library for a certain purpose. Some respondents revealed that they utilize ARC/Library for improvement of quality of teaching, self-development, and curriculum preparations. This particular data shows that faculty member being an educator at the same time, shows that they are committed on their work. They utilize the ARC/Library for them to improve and for them impart their students a life-long knowledge. Therefore, it is integral to identify the purpose of faculty members in utilizing the ARC/Library to recognize the clientele's needs, priorities, and contribute to their overall academic success and professional development.

Table 12.

Factors Affecting the Utilization of ARC/ Library Sources

	Indicators	Mean	Interpretation
1	Updated Printed Resources	3.25	Averagely utilized
2	Sufficient Online Resources	3.25	Averagely utilized
3	Availability of resources	3.25	Averagely utilized
4	Accessibility of resources	3.27	Completely utilized
5	Handiness of the resources	3.26	Completely utilized
6	Indexing and cataloguing of resources	3.24	Averagely utilized
7	Shelving of the materials	3.23	Averagely utilized
8	Institutional repository for thesis and dissertation	3.22	Averagely utilized
9	Visayanian / Special collection	3.22	Averagely utilized
	Weighted Mean	3.24	Averagely utilized

The data implies that the factors affecting the utilization of ARC/Library sources are generally averagely utilized by the clientele. Factors such as "Updated Printed Resources," "Sufficient Online Resources," "Availability of resources," and "Indexing and cataloguing of resources" all have similar mean scores, suggesting that these factors are perceived to have an average level of impact on utilization. This suggests that clientele recognize the importance of such factors when accessing and utilizing ARC/Library. However, despite the average level of impact on utilization, clientele may not fully maximize the utilization which limits to receive the educational benefits that accrues to the use of ARC/Library (Alokluk, 2020). This implies that there is a scope for improvement and continued engagement among them. In addition, the mean score has been slightly higher on factors or completely utilized such as "Accessibility of Resources" and "Handiness of Resources," indicates that faculty members are using them to their full extent. It is integral for academic libraries to develop the library services to certify the available resources that its clientele needs particularly the information they need in terms of completing their academic and research needs (Mubofu&Malekani, 2021). This indicates that faculty members generally find the resources of the ARC/Library accessible and easy to use. It is essential to enhance and maintain the ARC/Library resources in order to attain a successful completion of the clienteles' academic and research needs (Eiriemiokhale& Oladele, 2017). The effectivity of the resources varies on the availability and accessibility of the resources in the ARC/Library. When there is an available resource at hand, clientele can utilize directly the resources they needed. However, factors such as "Shelving of the materials," "Institutional repository for thesis and dissertation," and "Visayanian/Special collection" received lower mean scores, indicating that they are averagely utilized, which affect the utilization of ARC/Library resources. In any library, no matter how academic or otherwise, the importance of shelves and shelf reading should not be disregarded (Busayo, 2014). This means that there is no proper shelving of materials which serves as a factor in which clientele having a hard time to find a

needed information to complete their academic and research study. The institutional repository shall be distinguished from the subject based repository by its institutionally defined scope (Nwakaego, 2017). The success of institutional repository for thesis and dissertation varies on the contribution from the faculty as this serve as an open access of the intellectual output of the whole institution. The faculty members willingness to capitulate their research work to the repository will strengthen the ARC/Library content, promotes open access, and improve the intellectual output of the institutions in order to foster collaboration and recognition. The special collection is the fundamental function of the university's library is to develop collections with a view to ensuring that there are sufficient information sources available for teaching, learning and research purposes (Kamau & Elegwa, 2021).

As far as the study concerned, the study revealed that there is an average level of utilizing the factors that affect the utilization of ARC/Library resources. Resources is very essential component of every library institution. It is pivotal for a library to have an organized storehouse of information as this affect utilizing it in a way that clientele will have a hard time in searching for specific information that might be needed for their academic and research needs. It is essential to have an efficient and effective utilization of ARC/Library sources since library resources provide access to information, support achievement of a degree, facilitate research and innovativeness, promote lifelong learning, offer cost savings as well as develops information literacy skills it is crucial that they are effectively used. Individuals and institutions may benefit from a wealth of knowledge and opportunities to grow and develop through the use of library resources.

Table 13.

Platform and Interface Efficiency

Indicators	Mean	Interpretation
1 User-Friendly ARC/Library System (Destiny Library Manager) OPAC	3.36	Completely utilized
2 Fast And Easy Access To Online Resources	3.37	Completely utilized
3 User-Friendly Online Platforms	3.43	Completely utilized
4 Fast Internet Connectivity	3.04	Averagely utilized
5 Space and work station for the users	3.33	Completely utilized
Weighted mean	3.31	Completely utilized

The data shows that the platform and interface efficiency are completely utilized. This indicates that faculty members find the system easy to navigate and utilize. This enhances their ability to search for and access the ARC/Library resources effectively. The institution adapting technology to attain the status of organized information resource of ARC/Library (Anyim, 2018). This means that with the advancement along with adaptation with the technology, libraries can attain the right system that can develop the overall progress of the ARC/Library. The data also indicates the fast and easy access to online resource in which faculty members completely utilized. This means that ARC/Library shows effectivity faculty members able to access

information in their online platforms easily. The main function of ARC/Library is to provide quality of information for its clientele (Vidyapith & Rajasthan, 2021). This is to ensure that its clientele able receive relevant information at a particular point in time. User-friendly platforms are vital in every ARC/Library as it is more likely to improve its utilization (Joo, Lin, & Lu, 2011). User-friendly platforms can encourage its clientele in engaging and exploring in a broader range of platforms more easily available to its clientele, resulting in better overall use of a library resources. However, while faculty members able to access the resources, the data suggest that internet connectivity should be improved in terms of its internet connectivity speed. It is essential for ARC/Library of University of the Visayas to improve its internet connectivity to ensure that its clientele able to access the resources they needed (Abubakar & Diyoshak, 2015). Enhancing the internet speed could optimize the utilization of library resources and improve the clienteles' experience. The space and work station of the users shows that it is completely utilized which mean that the ARC/Library of the University of the Visayas provides its clientele a space that serves as their comfort zone where they can concentrate doing their tasks without getting distracted (Aabo & Audunson, 2012). This can help the clientele as they are able to effectively utilize the ARC/Library in their study and research needs by the availability of space and workstations for its clientele.

As far as the study is concerned, the data suggested that the ARC/Library platform and interface efficiency is completely utilized. The data implies that the ARC/Library has been successful and achieved the high level of utilization for its platform and interface efficiency. Users effectively use user friendly applications, online platforms and access to library resources so they can take full advantage of their ability to navigate and obtain information more efficiently. However, an averagely used indicator of fast internet connectivity suggests that improving the speed and reliability of Internet access could further improve the overall user experience as well as optimize resource utilization. The data indicates that ARC/Library is successful in offering effective and user-friendly Platforms and Interfaces which has resulted in an excellent level of use. User experience and maximizing the use of libraries' resources can be improved further with continued focus on technology infrastructure and investment in internet connectivity.

Table 14.

Personal Knowledge and Skills in ARC/ Library Resource Utilization

Indicators	Mean	Interpretation
Searching skills of online/nonprint Resources	3.29	Completely knowledgeable and skillful
1 Searching skills of printed Resources	3.27	Completely knowledgeable and skillful
2 Oriented with the physical ARC/library Knowledge with the resources to be used	3.30	Completely knowledgeable and skillful
3 Ability in information retrieval skills	3.34	Completely knowledgeable and skillful
4	3.31	Completely knowledgeable and skillful
5		

6 Knowledge in the use of the Library		
Management System	3.27	Completely knowledgeable and skillful
Weighted Mean	3.30	Completely knowledgeable and skillful

This data suggests that faculty members shows that they are completely knowledgeable and skillful in searching for online or nonprint resources. It is important for faculty members to have an effective searching skills of online/nonprint resources for them to contribute to the overall quality of education and support the learning needs of students (Fajonyomi, Bukar, & Ambali, 2021). The data also prevails that faculty members have a personal knowledge and skill in searching for printed resources. Faculty members requires information literacy skills for them to utilize the ARC/Library resources and more likely to complete their academic and research needs. The data also shows that faculty members are completely knowledgeable in terms of searching physical resources from their ARC/Library. Being knowledgeable and skillful in searching for physical resources is pivotal as this equips the faculty members to obtain extensive content that could help them for their academic and research needs, as well as contribute to the overall quality of the ARC/Library (Ternenge &Kashimana, 2019). Being oriented with physical ARC/Library in which faculty members reveal that they completely utilize it, shows that they are well-equipped in terms of the searching for relevant information. This enhances the library resources and contribute to the success of its clientele in terms of contributing an integral part in completion of their academic and research needs (Eke, Opara, Njoku, &Okeye, 2018). Being library oriented is one of the basic services that ARC/Library offers to its clientele. Meanwhile, the data also shows that faculty members are completely knowledgeable and skillful with the resources to be used. This means that faculty members are well-aware about the particular information that its clientele needs. To be knowledgeable with the resources being used provide an effective support in overall utilization of the ARC/Library (Samsuddin, 2012). This shows effectivity and efficiency of utilization of its resources and indicates that faculty members have a good understanding in various types of resources, their content, and relevance in relation to academic or research needs. The data also reveals the faculty members having completely utilized the ability in information retrieval skills knowledge in the use of the library. It is essential for faculty members to have a knowledge and skills in terms of information retrieval to identify the available resources and distinguish relevant information from different resources (Onah, AdayiMr, Okonkwo, & Onyebuchi, 2020). This data means that faculty members are capable of efficiently searching, evaluating and using the information obtained from a variety of sources in order to meet their information needs. The data also reveals that the faculty members are knowledgeable and skillful in terms of ARC library learning management system. The library management system (LMS) helps the faculty members in checking and monitoring the resources and helps them to work easily (Shanmgum, Ramalakshmi, Sasthri, & Baalachandran, 2020). Therefore, this helps faculty members to manage and organize the resources well without any confusion.

As far as the study is concerned, this particular data reveals that faculty members have Personal Knowledge and Skills in ARC/ Library Resource Utilization. This means that they possess high level of personal knowledge and skills in ARC/Library resource utilization. This is means that they are competent in utilizing different types of resources, both online and printed. It is crucial for their academic and research as they can make informed decisions when selecting relevant resources to support their academic activities. To further enhance their personal knowledge and skills, faculty members should engage in professional development opportunities that is related to information literacy and emerging technologies in library information. This will ensure that their ARC/Library are engaging with best practices in terms of resources utilization.

Table 15.

Implication of Professional Responsibilities

	Indicators	Mean	Interpretation
1	Curricular Preparations	3.49	Completely knowledgeable and skillful
2	Number of Teaching load (subjects)	3.36	Completely knowledgeable and skillful
3	Extra-curricular activities	3.18	Completely knowledgeable and skillful
4	Coordinator ship and chairmanship	3.23	Completely knowledgeable and skillful
5	Developing of new teaching materials	3.34	Completely knowledgeable and skillful
6	Marking and recording of student works	3.37	Completely knowledgeable and skillful
7	Settling assessments	3.32	Completely knowledgeable and skillful
	Weighted Mean	3.33	Completely knowledgeable and skillful

This data shows that faculty members are completely knowledgeable and skillful in terms of their professional responsibilities. The faculty members have the necessary expertise and competence to plan, develop, and prepare curriculum materials effectively. Faculty members being the facilitators of learning, did not limit their materials to textbook and syllabus only but, they go beyond that to achieve effective teaching that can help their learners (Mupa&Chinooneka, 2015). In this regard, with proper utilizing the ARC/Library, faculty members are able to have a curricular preparation that are effective for their students are they completely knowledgeable and skillful of it. Utilizing the ARC/Library also helps the faculty members in terms of their number of teaching loads. One of the ultimate goals of educators is to prepare an effective teaching practices to meet the learners need (Scheeler, Budin, &Markelz, 2016). By knowing the needs of the learners and by effectively utilizing the ARC/Library, educators are able to estimate their teaching loads and find a strategic way that is pertinent to the subject. The faculty members are also completely knowledgeable and skillful in terms of their extra-curricular activities by utilizing the ARC/Library. This means the faculty members are competent in organizing and participating in extra-curricular activities. Extracurricular activities help learners to develop a particular skill (Buckley & Lee, 2018). The utilization of ARC/Library helps the faculty members to be knowledgeable and skillful as they are able to imply their learnings from their profession and able to share their learnings to the learners. The data also shows that faculty members are completely knowledgeable and skillful in terms of their

coordinatorship and chairmanship. This means that they hold the indispensable skills and expertise to lead and manage the administrative responsibilities. Faculty members are taking the roles as coordinators and chairpersons as they oversee the ARC/Library and maintaining its collection, ensuring the needs for its clientele. Faculty members also able to develop new teaching materials as it helps them to vividly describe new concepts in order for the learners to understand what is being taught (Tuimur&Chemwei, 2015). By utilizing the ARC/Library, faculty members are completely knowledgeable and skillful in terms of marking and recording the students works. This shows their competence in evaluating and assessing accurately the performance the students and maintaining the explicit records. Through utilizing the ARC/Library, faculty members able to set an implication for them to understand their learning of their students and how they progress towards learning. Moreover, settling assessment is one of the implications of professional responsibilities that faculty members completely knowledgeable and skillful. In this regard, educators are able to determine their next step or able to create a strategy that can help its learners effectively.

As far as the study is concerned, the data shows that faculty members are completely knowledgeable and skillful in terms of implication of their professional responsibilities. This means that they are confident in their professional abilities. Moreover, this high level of competency shows is vital as this ensure that the effective teaching and learning outcomes are being met in order for its learners to gain life-long knowledge. This data implies that faculty members are equipped as they are able to fulfill their professional responsibilities wherein, they are able to provide quality education to its learners. The institution can further support the educators through providing them opportunities such as professional development for them to enhance their skills and knowledge for the quality of education and leaning outcomes of the students. Therefore, this particular data shows strong professionalism and adroitness in terms of their responsibilities.

Table 16.

Challenges in Utilization							
	Indicators				Mean	Interpretation	
1	Availability of Personal Resources Utilized	Other	Online	resources	not	3.31	Completely knowledgeable and skillful
2	Subscribed by the University					3.21	averagely knowledgeable and skillful
3	Time management (personal)					3.30	Completely knowledgeable and skillful
4	Proximity of the ARC/library					3.15	averagely knowledgeable and skillful
5	Accessibility of the ARC/library online					3.20	averagely knowledgeable and skillful
	Weighted Mean					3.23	averagely knowledgeable and skillful

The data given indicates that faculty members' access to personal resources poses no barriers to their capacity to conduct classes. It is entirely offered and used to help students study and reach their academic objectives. It's critical to expand our understanding of personal

resources since they seem to be flexible traits that educators could try to foster in order to change the environment in which they work. Personal resources could represent skills that a person may acquire more easily, which could contribute to good changes in a classroom setting (Granziera, 2022). The usage of online platforms for teaching and learning by the faculty members also demonstrates an average level of influence on students' academic progress. Since other online tools appear to have a significant influence on learning new material and fostering efficient classroom learning. Technology has grown more prevalent and active in teaching and learning processes. Online resources are a useful tool for creating classroom environments that are inclusive of all students and that cater to their individual learning needs (Lebenicnik, Pitt & Starcic, 2015). However, professors and other faculty members make the best use of their time to meet the needs of every student in terms of training. In addition, the faculty members' personal time management is a crucial component of the learning environment because it holds them responsible for completing tasks on time. In the classroom, educators are good at managing their time. They make use of a period of time established for a subject to incorporate students in lessons and achieve goals for learning (De Guzman & Guy, 2013). Every academic institution's operation depends heavily on its library services. The online resources offered by these libraries should be properly utilized. Periodically, library services based on the principles and directives must be renewed while taking into account changing users' needs (Al-Baridi, 2021). The library provides access to information resources and can help students learn. It is available to all users, enabling quick, inexpensive, and easy education and research (Agyeiku, 2021). Additionally, they ensure that they have access to sufficient information through the library's resources and even use an online library because it helps them improve both their own and the students' educational learning styles.

The data shown indicates that the faculty staffs are all capable of handling their responsibilities at the institution. They appear to be more trained in maintaining personal resources available to advance learning in a classroom context. They ensure to accommodate the needed information of the students by utilizing the online platforms as it helps learning more effective. Moreover, faculty members show the ability to manage and spent their time in a manner of teaching the students at a given period. The availability of the library materials are evident to shape the learning of the students as well as engage in a new form of teaching and learning. It creates a wide vocabulary for the teachers and students which is very important and is useful component for academic success.

Table 17

Qualities of the Librarians, Personnel and Staff

	Indicators	Mean	Interpretation
1	Friendliness and politeness	3.54	Completely observable
2	Clear communication skills	3.45	Completely observable
3	Empathy and connection towards the faculty's needs	3.45	Completely observable
4	Problem-solving skills	3.40	Completely observable

5	"ARC/Library user first" attitude	3.40	Completely observable
6	Adds personal touch	3.36	Completely observable
7	Promptness to respond to the feedback of the ARC/library users	3.38	Completely observable
8	Workaround attitude when the resources is not available (initiative)	3.33	Completely observable
	Weighted Mean	3.41	Completely observable

The information provided above highlight the abilities of the school's personnel, staff, and librarians. It demonstrates that librarians thoroughly embody a positive attitude to make knowledge and resources available to all students and readers within a library. Based on their greetings, conversational tone, a willingness to find books for people from shelves, and willingness to provide a helping hand, librarians are perceived as being amiable and sympathetic (Bodaghi, Cheong & Zainab, 2016). Their communication style would be important for recognizing needs, talking about challenges and offering recommendations. Possessing effective communication skills neither skills nor the library are excluded from it. However, librarians are a real asset in managing users, making good use of them, and even assessing your own performance in relation to achieving corporate objectives (Aliu & Eneh, 2011). They have a direct line of communication with the user, hence interpersonal communication is crucial. Additionally, their relationship to the needs of the faculty is clearly shown when they assist in locating books that correspond to readers' interests and reading abilities. They assist educators in promoting reading among students and supporting their reading. In order to be successful as library managers, librarians must embrace the idea of problem-solving. A way for the library to make sure that its patrons are getting the service they need. The ability to identify the necessary information, responds to reference questions, and handle patron requests at a library are all skills that librarians possess. In order to satisfy each user would like or wants, they demonstrate a user-first mentality. They cooperate with educators in order to create a shared vision. The library's strategic goals should be tightly linked to the user input process because it is a time-consuming, labor-intensive, and frequently expensive procedure. Academic libraries would benefit from systematically collecting feedback from patrons since it offers insightful viewpoints on service, collection, and space challenges (Porat, 2016). When resources are lacking, they search for a solution on their own or come up with various suggestions for how to get the needed resources.

The above data simply indicates that the school library observes and practices the quality of the librarian, staff, and personnel. Every user is politely accommodated with consideration to their best interests. The librarian effectively communicates with users who are students and teachers. They assure to be connected and to help with the library needs of the professors. They use their ability to take the initiative when resources are few. Additionally, they use feedback from consumers as a teaching tool to expand and improve their services for each and every customer. Finally, they are not going to render things harder for any user; instead, they will provide the best services that can be able to assist consumers in their needs.

Table 18.

Adequacy of ARC / Library Services

Indicators	Mean	Interpretation
1 Dissemination of Information on ARC/Library Infographics	3.41	Adequate
2 Dissemination of Information on Online Log-In Credentials	3.35	Adequate
3 Dissemination of Information on Newly Acquired ARC/Library Resources	3.28	Adequate
4 Presentation of Information during ARC/Library Orientation	3.35	Adequate
5 ARC/Library Hours and Faculty Schedule	3.35	Adequate
6 ARC/Library Orientation	3.33	Adequate
Weighted Mean	3.34	Adequate

The data demonstrates the services of a library or information officer to disseminate or communicate information, whether particularly sought for or not to members of an organization. All of the actions that convey information to users are quickly and clearly included in information dissemination using infographics. Through the distribution of information about online log-in credentials, the librarian provides suitable services that enable users to log in and obtain the information they need. Customers are more likely to trust libraries as their last resort for information access and provision if they can maintain the provision and dissemination of information to them during a crisis (Omeluzor, Nwaomah, Molokwu, & Sambo, 2021). Additionally, it is their responsibility to inform users about any new library resources or materials. In order to provide people with additional knowledge or information, take steps to inform them and even to promote new resources. The proper presentation of library orientation is used to inform library customers about the library and the services it provides. The university libraries are set up to accommodate its students' needs. By gathering, organizing, and making accessible pertinent information resources and services, users can benefit (Ekong & Ogunode, 2022). The users, on the other hand, were well informed about the most appropriate times to visit the library according to the effective utilization of service hours and scheduled days of visitation. Middle schoolers may discover that their new school has a different library timetable. When kids have received consistent fixed visits during their prior elementary years, visits may be scheduled with more flexibility (Stanfield, 2013). Additionally, it would result in a simpler work environment for the librarian and easier learning for all library patrons. This study also emphasizes the need for faculty and librarian collaboration to launch various initiatives, like as learning programs, workshops, and webinars (Panda & Sharma, 2021). Instruction on library usage: Issues and effectiveness factors all agreed that library orientation and user education help students use the library (Eke, et al., 2018).

According to the data above, the information shows that each user may benefit enough from the library's services. It includes the services of the librarians on the dissemination of information particularly that which would aid user knowledge acquisition, such as information through infographics. Additionally, it will provide them with details on the log-in information

needed to access an online library's collection of information. Letting consumers know the scheduled days or visiting hours with relation to the proper time to attend to. In this method, the librarian would have displayed their services in a polite setting and met all the patrons' needs. They would take the effort to ensure that their consumers were comfortable while searching for and obtaining the information they desired.

III.CONCLUSION

The use of library is essential towards the life of every faculty member as well as the students. Its primary goal is to guarantee that faculty as well as learners may utilize concepts and knowledge while receiving the greatest services possible. It boosts users' desire in learning information that will be beneficial to them. Other faculty members also would find it entertaining with great books that they can use to designate information for their learners. On the other hand, the utilization of library plays an important role in supporting education and literacy as it provides countless resources and educational materials to look into. It is a space for you to search for your unanswered questions. It gives users an understanding towards certain things with the most recent information. Lastly, its goal is to provide users with access to resources that support their satisfaction or may lead to their success in different aspects of life.

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