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# Usefulness and utilization of library resources and services among college students

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ABSTRACT

This survey–correlational study examined the relationships among the perceived usefulness of library resources and services and the utilization of library resources and services among college students at Saint Gabriel College during the Academic Year 2025–2026. Specifically, the study determined the levels of perceived usefulness and utilization of the library resources and the library services and tested the significant relationships among these variables. A total of 318 students were selected through stratified proportional random sampling from a population of 1,547 college students. Data were gathered using four research instruments, namely: the Usefulness of Library Resources Questionnaire Adopted and Modified from the Study of Bankole et al. (2024) consisting of 14 items, the Usefulness of Library Services Questionnaire (Researcher-made) consisting of 16 items, the Utilization of Library Resources Questionnaire Adopted and Modified from the Study of Bankole et al. (2024) consisting of 14 items, and the Utilization of Library Services Questionnaire (Researcher-made) consisting of 15 items. These instruments were designed to measure the respondents' perceptions of the usefulness and utilization of library resources and services. Descriptive statistics and Pearson r correlation were employed for data analysis at a 0.05 level of significance. The results revealed that students generally perceived the library resources and services of Saint Gabriel College as useful for their academic learning and research needs. However, the utilization of these library resources and services was found to be at a moderate level. Inferential analysis further revealed significant relationships among the perceived usefulness of library resources and services and their utilization among college students. Consequently, the null hypothesis was rejected. The findings suggested that although students recognized the academic value of library resources and services, their actual utilization remained moderate. This indicated the need for improved accessibility, awareness, and institutional support to encourage more active and consistent use of library resources and services among students.

Keywords: Library resources, library services, college students.

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## INTRODUCTION

Academic libraries remain indispensable components of higher education institutions because they serve as central learning environments where students access academic materials, conduct research, and cultivate independent learning skills. As knowledge hubs, libraries provide an environment that supports academic growth through access to a wide range of physical and electronic resources, including books, journals, databases, and multimedia tools that facilitate teaching, learning, and research. Despite the increasing reliance on digital platforms and online information sources, academic libraries continue to play a vital role in promoting independent study, critical thinking, and the development of quality research competencies. Consequently, examining students' perceptions of the usefulness of library resources and services together with their actual utilization provides institutions with valuable insights into how effectively libraries contribute to the learning process and academic achievement.

Within the context of the present institution, the researcher, who currently serves as the library in charge, has observed that students increasingly depend on digital platforms and online sources to accomplish academic requirements. While this trend reflects the continuing digital transformation of education, it also suggests that many students may not fully recognize or appreciate the breadth of resources and services offered by the institutional library. The limited utilization of available library resources and services raises important concerns regarding students' awareness, perceptions, and engagement. These observations prompted the investigation of whether students perceive the library's resources and services as useful in meeting their academic needs and whether they are sufficiently aware of the tools, services, and privileges available to them. Addressing these concerns is important because students' perceptions of usefulness directly influence how they interact with academic resources and ultimately affect their learning experiences and outcomes.

The perceived usefulness of library resources refers to students' evaluation of the relevance, adequacy, accessibility, and overall value of materials that support their academic work. Existing literature consistently demonstrates that students are more likely to integrate library collections into their study habits and research activities when resources are current, curriculum aligned, and readily accessible (Bankole et al., 2024; Akinbo & Oyadeyi, 2022; Adeyinka & Tella, 2022). Beyond the quality of physical and digital collections, the learning environment itself substantially shapes students' perceptions of usefulness. Studies by Song (2024), Belotindos and Cansancio (2024), and Ubat (2024) emphasize that libraries characterized by adequate lighting, comfortable seating, and quiet study areas foster greater concentration and encourage students to perceive available resources as valuable for academic success. These findings collectively suggest that the effectiveness of library resources depends not only on the content provided but also on the environment in which learning takes place.

Similarly, the perceived usefulness of library services encompasses students' assessment of the assistance, guidance, and support delivered by library personnel through circulation services, learning programs, reference assistance, and other academic support mechanisms. Empirical evidence consistently indicates that knowledgeable and approachable staff, well organized orientation activities, effective communication, and proactive promotion of library services contribute significantly to increased student satisfaction and engagement (Macapodi, 2022; Adebayo et al., 2023; Bankole et al., 2024; Samo & Agcito, 2024; Dominguez, 2025). When library personnel provide responsive assistance and communicate services effectively, students are better able to navigate complex information resources, thereby strengthening their perception that library services are practical, accessible, and beneficial to their academic needs.

Actual utilization of library resources extends beyond students' awareness of available materials and reflects their willingness and ability to use both physical and digital collections in completing assignments, conducting research, and preparing for examinations (Adeleye, 2023; Lasig et al., 2025). Research consistently identifies perceived usefulness as a strong predictor of utilization, demonstrating that students who recognize the academic value of library materials are more likely to use them regularly and purposefully (Estrada et al., 2023; Bankole et al., 2024). However, utilization is influenced by multiple interacting factors. Structural conditions such as accessibility, infrastructure, and resource availability operate alongside personal characteristics including motivation, study habits, and digital competence (Viador et al., 2025; Panhilason, 2024). Furthermore, continuing technological advancements have broadened the scope of library utilization through electronic books, online journals, and artificial intelligence-based tools, although effective use of these technologies depends heavily on students' technological competence and information literacy skills (Chowdhury, 2024; Narendra et al., 2025).

In the same manner, the utilization of library services reflects students' engagement with institutional support systems designed to facilitate information access, academic guidance, and research assistance. These services include reference consultations, user education, circulation assistance, and digital service platforms. Studies consistently report that effective utilization of these services enhances learning efficiency, strengthens information literacy, and improves the overall quality of students' research outputs (Adeleye, 2023; Estrada et al., 2023; Lasig et al., 2025). Existing literature further demonstrates that utilization patterns are shaped by staff competence, service accessibility, orientation activities, promotional efforts, and faculty support (Ogbomo, 2023; Ali & Abubakar, 2023; Lowaton, 2023; Anggraeni & Laksmi, 2025). Moreover, students' motivation, self-directed learning behaviors, and study habits interact with institutional support mechanisms to determine both the frequency and quality of library service utilization (Osiesi et al., 2023; Monu et al., 2023). These findings collectively indicate that effective library services require both institutional commitment and active student engagement.

Despite the documented value of library resources and services, underutilization continues to be a persistent concern across educational institutions. Previous studies identify limited awareness, inadequate infrastructure, restricted operating hours, and insufficient orientation programs as major barriers that prevent students from fully utilizing both traditional and digital library services (Enriquez, 2025; Estrada et al., 2023; Lawal et al., 2024; Ternenge & Agipu, 2019). These recurring challenges highlight a significant gap between the availability of library resources and their actual utilization. Consequently, understanding how students' perceptions of usefulness influence their utilization behaviors has become increasingly important for identifying strategies that encourage greater engagement and maximize the educational value of academic libraries.

The present investigation is theoretically anchored on the Information Systems Theory through the Technology Acceptance Model proposed by Davis (1989) and the User Satisfaction Theory developed by DeLone and McLean (1992). The Technology Acceptance Model explains that an individual's intention to use a system is largely determined by its perceived usefulness and perceived ease of use. Applied within the academic library context, this theory suggests that students are more likely to utilize both physical and digital library resources when they perceive these resources as valuable and readily accessible. Perceived usefulness encourages students to engage with library services, while perceived ease of use minimizes barriers that discourage resource utilization. Complementing this perspective, the User Satisfaction Theory emphasizes that system quality, information quality, and service quality collectively influence user satisfaction and continued system use. Within library settings, the

theory implies that high quality resources, accessible systems, and responsive services generate positive user experiences that encourage sustained library utilization.

Integrating these theoretical perspectives with existing empirical evidence, the present study assumes that students' utilization of library resources and library services is primarily influenced by their perceptions of usefulness, while accessibility, service quality, and user satisfaction further shape utilization behaviors. The literature consistently demonstrates convergence in emphasizing that relevant collections, user friendly systems, supportive environments, and responsive services collectively promote meaningful student engagement with academic libraries. Nevertheless, the persistence of underutilization despite the availability of resources reveals an important gap between perceived value and actual use, indicating the need for institutional interventions that strengthen awareness, accessibility, and service delivery. Guided by these theoretical foundations and empirical findings, the study recognizes that libraries offering relevant resources, accessible systems, and responsive services are more capable of developing independent, research oriented, and academically engaged learners.

Taken together, the reviewed literature establishes that the usefulness and utilization of library resources and services are fundamental indicators of how effectively higher education institutions support student learning, research, and academic development. Although numerous studies have independently examined perceptions of usefulness, service quality, resource accessibility, and utilization, fewer investigations have comprehensively explored the relationships among these constructs within the context of a specific higher education institution. This gap underscores the significance of the present study, which seeks to assess the usefulness and utilization of library resources and services among college students in order to generate evidence-based insights that can strengthen library management, enhance student engagement, promote a culture of research and critical thinking, and optimize learning outcomes. Guided by this framework, the study examined the usefulness of library resources and the usefulness of library services as the independent variables and the extent of their utilization as the dependent variable, providing the conceptual basis for the investigation.

## Statement of the problem

The primary purpose of this study was to determine the usefulness and utilization of library resources and services among college students of Saint Gabriel College for the school year 2025–2026.

Specifically, this study sought to answer the following questions:

1. What is the level of usefulness of library resources as perceived by college students?
2. What is the level of usefulness of library services as perceived by college students?
3. What is the level of utilization of library resources among college students?
4. What is the level of utilization of library services among college students?
5. Are there significant relationships among usefulness of library resources and services and the utilization of library resources and services among college students?

# METHODOLOGY

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This chapter presented the purpose of the study and research design, the methods employed, and the statistical data analysis procedures used to determine the usefulness and utilization of library resources and services among college students at Saint Gabriel College for the school year 2025 to 2026. Specifically, the study assessed students' perceptions of how useful library resources and library services were to their academic work, and the extent to which these resources and services were actually utilized.

The study employed a survey-correlational research design. The survey method was used because it was a quantitative approach in which a researcher poses a set of predetermined questions to an entire group or a sample of individuals, and survey research is an especially useful approach when a researcher aims to describe or explain features of a very large group or groups (Sheppard, 2020). Meanwhile, the correlational design was used to determine whether there were significant relationships among variables, specifically the usefulness of library resources and library services and the utilization of library resources and library services. According to Bhandari (2022), a correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. This design was suitable for the present study since it examined whether the degree of perceived usefulness of library resources and library services had a significant relationship with the frequency and manner in which these resources and services were utilized by students. In this study, the independent variable was the usefulness of library resources and library services, while the dependent variable was the extent of utilization of these resources and services among college students.

The participants of this study were 318 college students randomly selected from a total population of 1,547 enrolled college students at Saint Gabriel College for the academic year 2025 to 2026. The respondents came from the following degree programs: Bachelor of Science in Nursing, Bachelor of Science in Pharmacy, Bachelor of Science in Medical Laboratory Science, and Bachelor of Science in Radiologic Technology. The sample size of 318 was determined using the Taro Yamane Formula with a 5% margin of error to ensure representativeness and statistical reliability. A stratified proportional random sampling technique was employed to ensure fair representation of students from each academic program. The total population was divided into four groups according to the students' programs, namely Bachelor of Science in Nursing (BSN), Bachelor of Science in Pharmacy (BSPh), Bachelor of Science in Medical Laboratory Science (BSMLS), and Bachelor of Science in Radiologic Technology (BSRT). The number of participants selected from each group was determined using proportional allocation according to the size of their respective populations. Within each group, the researcher used Microsoft Excel's RAND () function to generate random numbers and sort the list of students, and the top participants were then selected from each program based on the computed sample size. In anticipation of potential non-response or withdrawal, a set of additional participants was prepared for each group, listed to replace any initial respondents who were unavailable, ensuring that the final sample remained representative and met the required size. As Hayes (2025) explained, stratified random sampling involves dividing the population into homogeneous groups, or strata, and selecting random samples from each group to analyze variations among demographic categories, a method that ensured every student had an equal chance of being selected, promoted objectivity, minimized researcher bias, and provided adequate representation of the population. In terms of the distribution of the sample per degree program, the Bachelor of Science in Nursing had a population size of 1006 and a sample size of 207, the Bachelor of Science in Pharmacy had a population size of 160 and a sample size of 33, the Bachelor of Science in Medical Laboratory Science had a

population size of 252 and a sample size of 52, and the Bachelor of Science in Radiologic Technology had a population size of 129 and a sample size of 26, for a total population of 1547 and a total sample size of 318.

The study utilized four questionnaires as its primary data-gathering instruments. Two of the questionnaires were adopted and modified from the study of Bankole et al. (2024) to suit the context of Saint Gabriel College and the objectives of the present study, while the remaining two questionnaires were researcher-made and were developed to measure the respondents' perceptions regarding the usefulness and utilization of library services. These instruments were used to gather data on the usefulness and utilization of library resources and services.

The Usefulness of Library Resources Questionnaire, adopted and modified from the study of Bankole et al. (2024), assessed the extent to which college students perceived the usefulness of the library's resources in supporting their academic activities, evaluating how library materials and facilities contributed to students' learning, research, and overall academic performance, and providing insights into how valuable students considered the library resources in achieving their educational goals. The level of perceived usefulness of library resources among college students was measured using a 14-item modified questionnaire adopted from the study of Bankole (2024), developed based on relevant literature and expert validation, and consisting of statements describing how students perceived the effectiveness and importance of various library resources in supporting their academic activities. For statistical purposes, numerical weights were assigned to the corresponding responses as follows: a score of 5 corresponded to Strongly Agree, 4 to Agree, 3 to Uncertain, 2 to Disagree, and 1 to Strongly Disagree. For the descriptive interpretation of the computed mean scores, a scale of 4.21 to 5.00 was described as Extremely Useful, 3.41 to 4.20 as Very Useful, 2.61 to 3.40 as Moderately Useful, 1.81 to 2.60 as Slightly Useful, and 1.00 to 1.80 as Not Useful, with a higher mean score indicating a higher level of perceived usefulness of the library resources as experienced by the participants. Prior to the main data collection, the questionnaire was subjected to content validation by three panel experts to ensure its clarity, relevance, and construct validity. After validation, a pilot test was conducted on 30 college students who were not part of the actual sample to determine the reliability of the instrument, and the reliability of the instrument resulted in a Cronbach's alpha value of 0.903, indicating that the 14 items included in the questionnaire were highly reliable and were used as final statements in measuring the level of usefulness of library resources.

The Usefulness of Library Services Questionnaire, which was researcher-made, assessed the extent to which college students perceived the usefulness of the library's services in supporting their academic activities, specifically examining how various library services such as research assistance, orientation programs, circulation services, and other support services contributed to students' learning, research productivity, and overall academic performance, and providing insights into how valuable students considered the library services in achieving their educational goals. The level of perceived usefulness of library services among college students was measured using a 16-item researcher-made questionnaire developed by the researcher based on relevant literature and expert validation, consisting of statements describing how students perceived the effectiveness and importance of various library services in supporting their academic tasks and scholarly activities. For statistical purposes, numerical weights were assigned to the corresponding responses as follows: a score of 5 corresponded to Strongly Agree, 4 to Agree, 3 to Uncertain, 2 to Disagree, and 1 to Strongly Disagree. For the descriptive interpretation of the computed mean scores, a scale of 4.21 to 5.00 was described as Extremely Useful, 3.41 to 4.20 as Very Useful, 2.61 to 3.40 as Moderately Useful, 1.81 to 2.60 as Slightly Useful, and 1.00 to 1.80 as Not Useful, with a higher mean score indicating a higher level of perceived usefulness of the library services as experienced by the participants. Prior to the main data collection, the questionnaire was

subjected to content validation by three panel experts to ensure clarity, relevance, and construct validity. After validation, a pilot test was conducted among 30 college students who were not part of the actual sample to determine the reliability of the instrument, and the reliability analysis resulted in a Cronbach's alpha value of 0.921, indicating that the 16 items included in the questionnaire were highly reliable and were used as final statements in measuring the level of usefulness of library services.

The Utilization of Library Resources Questionnaire, adopted and modified from the study of Bankole et al. (2024), determined how frequently college students utilized the different library resources available to them, measuring the extent of students' engagement with physical and digital materials, including printed books, journals, electronic books, online databases, and other academic resources provided by the library, and helping assess the actual use of library resources in relation to their perceived usefulness. The level of utilization of library resources among college students was measured using a 15-item modified questionnaire adopted from the study of Bankole (2024) and developed based on relevant literature and expert validation, consisting of statements designed to assess how frequently students used the library's physical and digital resources for academic and research purposes. For statistical purposes, numerical weights were assigned to the corresponding responses as follows: a score of 5 corresponded to Always, 4 to Often, 3 to Sometimes, 2 to Rarely, and 1 to Never. For the descriptive interpretation of the computed mean scores, a scale of 4.21 to 5.00 was described as Highly Utilized, 3.41 to 4.20 as Considerably Utilized, 2.61 to 3.40 as Moderately Utilized, 1.81 to 2.60 as Slightly Utilized, and 1.00 to 1.80 as Rarely Utilized, with a higher mean score indicating a higher level of utilization of library resources as experienced by the participants. Prior to the main data collection, the questionnaire was subjected to content validation by three panel experts to ensure clarity, relevance, and construct validity. After validation, a pilot test was conducted among 30 college students who were not part of the actual sample to determine the reliability of the instrument, and the reliability analysis resulted in a Cronbach's alpha value of 0.932, indicating excellent internal consistency. Upon reviewing the item-total statistics, one item was found to negatively affect reliability and was subsequently removed, and the remaining 14 items were retained and used as the final statements for data collection to measure the level of utilization of library resources.

The Utilization of Library Services Questionnaire, which was researcher-made, determined how frequently college students utilized the various services offered by the library, measuring the extent of students' engagement with services such as book borrowing and returning, research assistance, library orientation programs, Online Public Access Catalog (OPAC) assistance, printing and photocopying services, and other forms of academic support provided by the library, and helping assess the actual use of library services in relation to their perceived usefulness. The level of utilization of library services among college students was measured using a 15-item researcher-made questionnaire developed by the researcher based on relevant literature and expert validation, consisting of statements designed to assess how frequently students availed themselves of the library's support services for academic and research purposes. For statistical purposes, numerical weights were assigned to the corresponding responses as follows: a score of 5 corresponded to Always, 4 to Often, 3 to Sometimes, 2 to Rarely, and 1 to Never. For the descriptive interpretation of the computed mean scores, a scale of 4.21 to 5.00 was described as Highly Utilized, 3.41 to 4.20 as Considerably Utilized, 2.61 to 3.40 as Moderately Utilized, 1.81 to 2.60 as Slightly Utilized, and 1.00 to 1.80 as Rarely Utilized, with a higher mean score indicating a higher level of utilization of library services as experienced by the participants. Prior to the main data collection, the questionnaire was subjected to content validation by three panel experts to

ensure clarity, relevance, and construct validity. After validation, a pilot test was conducted among 30 college students who were not part of the actual sample to determine the reliability of the instrument, and the reliability analysis resulted in a Cronbach's alpha value of 0.939, indicating that the 15 items included in the questionnaire were highly reliable and were used as final statements in measuring the level of utilization of library services.

Before the data collection, the researcher secured formal permission to conduct the study from the Dean of the Graduate School of Filamer Christian University, the President of Saint Gabriel College, and the Director of the Institutional Research and Development Office (IRADO) of Saint Gabriel College. Subsequently, approval was also sought from the Dean of each program to facilitate access to the participants and the distribution of the research instrument. Upon approval, the research instruments were disseminated to the participants through their respective subject instructors via Google Form. At the beginning of the online questionnaire, an informed consent section was provided outlining the purpose of the study, the voluntary nature of participation, and the assurance of confidentiality, and participants were informed that the data collected would be used solely for research purposes. Before proceeding to the questionnaire, participants were required to indicate their voluntary participation by selecting the agreement option in the Google Form, and only those who provided their consent were able to access and complete the survey. To allow students sufficient time to reflect on their responses, the participants were given one week to accomplish the questionnaires. After the data collection period, the responses were downloaded from Google Forms and reviewed for completeness, and the collected data were then exported to the Statistical Package for the Social Sciences (SPSS) software for tabulation and analysis to ensure accurate computation of descriptive and inferential statistics.

The data collected from the study were analyzed using both descriptive and inferential statistical tools with the aid of the Statistical Package for the Social Sciences (SPSS) software. Frequency count and percentage were used to determine the number of respondents in every section. The mean was used to determine the overall level of usefulness and utilization of library resources and library services among college students. Standard deviation was used to measure the variability or dispersion of responses from the mean. Pearson r was used to determine whether significant relationships existed between the usefulness and utilization of library resources and between the usefulness and utilization of library services. The level of significance for all inferential tests was set at 0.05, and results with p-values less than 0.05 were considered statistically significant, indicating that differences or relationships found in the data were unlikely to occur by chance. All analyses were interpreted in light of the research objectives and hypotheses to draw meaningful conclusions about how college students of Saint Gabriel College perceived and utilized their library's resources and services.

## RESULTS AND DISCUSSION

This chapter presents and discusses the results of this investigation, drawn from the responses of 318 college students at Saint Gabriel College who were selected through stratified proportional random sampling for the school year 2025 to 2026. The study employed a survey-correlational research design, gathering data through four questionnaires, two adopted and modified from Bankole et al. (2024) and two researcher-made, measuring the usefulness and utilization of library resources and library services. The data were analyzed using descriptive statistics, specifically mean and standard deviation, and inferential statistics, specifically the Pearson r, computed with the aid of the Statistical Package for the Social Sciences (SPSS), with all inferential tests evaluated at the 0.05 level of significance. The discussion that follows is grounded entirely in the data gathered from these 318 respondents, and the results are interpreted in direct relation to the objectives of the study, beginning with the descriptive data

on the level of usefulness and utilization of library resources and services, followed by the inferential data on the relationships among these variables.

With respect to the level of usefulness of library resources, students rated library resources at a high level of usefulness (M = 3.88, SD = 0.82). This high level of usefulness reflects that students recognize the library as beneficial when available materials such as books, journals, and electronic resources are updated, current, and relevant to their coursework, and students consider library resources useful when they directly support the completion of academic requirements such as projects, assignments, and research tasks, implying that the library effectively supports students' academic performance and research needs. This result is strongly supported by the research of Moustapha and Abubakar (2023), who highlight that regularly updating and assessing library collections is crucial for maintaining user satisfaction and academic relevance, since when materials are current and aligned with academic needs, students are more likely to evaluate them as effective and meaningful. According to the Technology Acceptance Model proposed by Davis (1989), perceived usefulness is the belief that a system enhances performance, and applied to the present study, students consider library resources useful when they feel the materials enhance the quality, speed, and credibility of their work, with resources relevant to course syllabi and research topics more likely to be recognized for their academic value. Another factor that may influence the perceived usefulness of library resources is the physical aspect of the library, as studies by Song (2024) and Belotindos and Cansancio (2024) show that libraries serve as relaxing spaces that enhance students' concentration and overall academic experience, particularly when they provide comfortable seating, an attractive appearance, and a favorable environment; however, in the context of the present study, the physical condition of the library may not be optimal, and despite this limitation, students still report a high level of perceived usefulness, implying that the relevance and accessibility of resources play a more significant role than the physical environment. Nonetheless, these findings are inconsistent with the study of Fazli et al. (2025), which finds that despite the importance of library resources, gaps in quality, accessibility, and institutional support reduce their usefulness for some students, implying that even when perceived usefulness is high, there is still a need to continuously invest in updated materials and well-selected systems; in practice, ensuring that students have easy and timely access to both print and online materials may foster increased and more purposeful use of the library, and these findings further imply that perceived usefulness strongly relies on ongoing institutional support to maintain resources that are updated, satisfactory, and relevant to the curriculum. In light of these findings, it can be implied that the effectiveness of library resources is largely dependent on the continuous provision of updated, relevant, and accessible materials that are aligned with students' academic needs, and academic institutions should therefore prioritize the regular evaluation, updating, and expansion of both print and electronic resources to sustain their usefulness, since ensuring that materials are current and directly applicable to course requirements may further enhance students' academic engagement and research productivity, and while the physical environment may not always be optimal, improving library facilities can still contribute to better utilization of resources.

Similarly, with respect to the level of usefulness of library services, students rated the usefulness of library services at a High level (M = 3.84, SD = 0.83). These findings highlight that students recognize the value of library services, particularly in terms of librarian responsiveness, ease of access, use of technology, and services that meet their academic requirements, with efficient assistance, clear guidance, and relevant academic support strengthening students' evaluation of library services as instrumental in accomplishing academic tasks, implying that the quality of library services plays a significant role in

supporting students' academic needs and overall learning experience. This result is strongly supported by the study of Macapodi (2022), who emphasizes that friendly and active assistance provided by librarians and staff increases student engagement and enhances their perception of library services, while Dominguez (2025) finds that students are more likely to appreciate and revisit the library due to professional service and prompt responses, and Samo and Agcito (2024) observe that effective assistance in locating information enables students to search, evaluate, and utilize resources more efficiently, which contributes to improved academic performance. The library is also perceived as more useful due to its accessibility and integration of technology, as Lasig (2025) emphasizes the positive experiences brought about by reliable internet access and readily available facilities, and Anggraeni and Laksmi (2025), Kumar and Kumar (2024), and Edam-Agbor and Tanne (2023) demonstrate that awareness and utilization of services are enhanced through effective promotion and clear communication, implying that accessible, user-friendly, and technologically supported services contribute to a more positive evaluation of the library. However, these findings are inconsistent with the results of Barfi et al. (2023), who find that although students are aware of and utilize library services, the quality does not meet their expectations, revealing a gap between perceived service performance and expected standards and indicating that availability and awareness alone are not sufficient to ensure high satisfaction or strong perceived usefulness, implying that continuous improvement in service quality is necessary to meet students' expectations and maintain their engagement. In light of these findings, it can be implied that the usefulness of library services is largely influenced by the quality, accessibility, and responsiveness of the support provided to students, and academic institutions should therefore prioritize the continuous improvement of library services by ensuring that staff are responsive, knowledgeable, and capable of providing efficient academic assistance, while enhancing access to technology-based services and promoting awareness of available services may further strengthen students' engagement and utilization.

In contrast, with respect to the level of utilization of library resources, the utilization of library resources registered a Moderate level ($M = 3.35$, $SD = 0.89$). This moderate level of utilization demonstrates that students use library resources primarily when required for specific academic tasks, tending to visit the library to complete assignments, prepare for examinations, or conduct research, rather than as part of a regular study routine, implying that students' use of library resources is largely task-driven rather than habitual. Several factors may contribute to this pattern, one major factor being the limitation in infrastructure, as Ogundiran et al. (2025) report that the absence of reliable internet access, ineffective digital tools, and limited printed copies discourage students from regularly using the library, resulting in students relying on more accessible and convenient alternatives even when library resources are more academically reliable; in addition, academic workload and time constraints push students to choose faster and more efficient options instead of fully utilizing library resources, implying that accessibility and convenience significantly influence students' utilization behavior. The actual utilization of library resources also depends on individual factors, as Basiag (2025) finds that the frequency of library use is influenced by students' research preferences, digital literacy, and awareness of library systems, with students who have limited research skills or low familiarity with library resources tending to depend on personal notes or online summaries, which may limit deeper learning, and instructional practices also playing a role, since when teachers do not require the use of library resources in assigned tasks, students are less likely to utilize the library even when they are aware of its usefulness, implying that both individual competencies and instructional requirements affect the extent of library utilization. These findings are inconsistent with the study of Bankole et al. (2024), who find that students who perceive the library as useful tend to utilize it more frequently; while their results show a direct relationship between perceived usefulness and usage, the present study reveals a divergence,

where students report high usefulness but only moderate utilization, a gap that highlights the influence of intervening factors such as time constraints, limited resources, lack of skills, and the availability of alternative sources, implying that perceived usefulness alone is not sufficient to ensure regular utilization of library resources. Overall, these findings illustrate that moderate utilization is influenced by a combination of structural, instructional, and individual factors, as students may recognize the value of library resources, but practical limitations and study habits affect how often they use them. In light of these findings, it can be implied that increasing the utilization of library resources requires more than just ensuring their availability, and academic institutions should improve access to both print and digital materials, address infrastructure limitations, and provide sufficient copies of frequently used resources; in addition, integrating library-based tasks into course requirements and strengthening students' research and information literacy skills may encourage more consistent use of library resources.

Likewise, with respect to the level of utilization of library services, the utilization of library services also registered a Moderate level (M = 3.35, SD = 0.93). This moderate level of utilization demonstrates that although students perceive the library services as useful, they only visit occasionally and only on occasions when required by academic tasks, typically seeking library assistance for project work, research, or locating references, but not consistently integrating these services into their regular study routines, implying that the utilization of library services is largely need-based rather than habitual. Structural and institutional factors contribute to this pattern, as Ogbomo (2023) finds that students who lack proper orientation or training are often uncertain about how to access or maximize library services, which reduces overall utilization, while Akinbo and Oyadeseyi (2022) identify limitations such as insufficient funding, restricted operating hours, and inefficient digital tools as barriers that hinder frequent use, findings that highlight how practical and organizational constraints can prevent students from translating perceived usefulness into regular utilization, implying that accessibility and institutional support play a critical role in shaping students' use of library services. Individual and behavioral factors also influence actual utilization, as students who are not accustomed to using library systems, as well as those experiencing time constraints and heavy academic workloads, tend to rely on alternative sources such as peers, online search engines, or personal notes, and the gap between intention and actual use results in only moderate utilization, as students recognize the value of services but delay or avoid using them due to convenience and study habits, implying that students' habits and time management significantly affect their engagement with library services. These findings are inconsistent with the study of De Polonia et al. (2021), who observe that when library services are proactive, approachable, and student-centered, utilization increases beyond moderate levels, with their findings demonstrating that supportive staff interactions, accessibility, and clear guidance can significantly enhance service usage; however, the present study shows that even when students perceive services as useful, actual utilization is still influenced by situational and institutional factors, implying that improving service delivery alone may not be sufficient without addressing contextual barriers to use. Overall, these findings show that moderate utilization results from the interaction of structural, institutional, and behavioral factors, and while students appreciate the usefulness of library services, consistent use requires supportive conditions and active engagement strategies. In light of these findings, it can be implied that increasing the utilization of library services requires a comprehensive approach that addresses both institutional and individual factors, and academic institutions should strengthen library orientation programs to improve students' awareness and familiarity with available services; in addition, extending service accessibility, enhancing digital tools, and ensuring responsive and student-centered assistance

may encourage more frequent use, and promoting the integration of library services into academic tasks may also help develop habitual utilization.

The relationships among the usefulness of library resources, the usefulness of library services, the utilization of library resources, and the utilization of library services among the 318 college students were examined using the Pearson r, tested at the 0.05 level of significance. The data reveal a significant relationship between the usefulness of library resources and the usefulness of library services ($r = 0.894$, $p = 0.000$, $p < 0.05$). The correlation coefficient indicates a very high positive relationship, suggesting that students who perceive library resources as useful also tend to perceive library services as useful. This implies that students view the academic library as an integrated system where resources and services function together to support learning and research needs, and when students find the available collections relevant and helpful, they also tend to value the support mechanisms that facilitate access and use of these materials. This finding is consistent with the User Satisfaction Theory of DeLone and McLean (1992), which posits that service quality and information quality jointly influence user satisfaction, and is also supported by Macapodi (2022), who emphasizes that effective library support enhances students' overall perception of library usefulness, and by Dominguez (2025), who highlights that librarian assistance strengthens users' appreciation of library systems. Since the p-value is less than the 0.05 level of significance, the null hypothesis stating that there is no significant relationship between the usefulness of library resources and the usefulness of library services is rejected.

A significant relationship likewise exists between the usefulness of library resources and the utilization of library resources ($r = 0.592$, $p = 0.000$, $p < 0.05$). The correlation coefficient indicates a moderate positive relationship, suggesting that students who perceive library resources as useful are more likely to utilize them. This finding implies that perceived value plays a critical role in actual usage behavior, and when students believe that library materials contribute to their academic performance, they are more inclined to actively engage with these resources for assignments, research, and examination preparation. This result supports the Technology Acceptance Model (Davis, 1989), which explains that perceived usefulness significantly influences behavioral intention and actual system use, and is further supported by Bankole et al. (2024), who found that students who perceive library resources as relevant demonstrate higher utilization rates, and by Estrada et al. (2023), who reported that perceived usefulness is strongly associated with consistent library engagement. Since the p-value is less than 0.05, the null hypothesis is rejected.

Similarly, a significant relationship exists between the usefulness of library resources and the utilization of library services ($r = 0.531$, $p = 0.000$, $p < 0.05$). The correlation coefficient indicates a moderate positive relationship, implying that students who perceive library resources as useful also tend to utilize library services. This suggests that appreciation of academic materials encourages students to seek support services such as reference assistance, information literacy training, and catalog navigation support to maximize resource use. This finding aligns with Ogbomo (2023), who emphasizes that library instruction improves students' ability to engage with academic resources, and with Ali and Abubakar (2023), who argue that structured orientation increases service utilization, and is also supported by Adebayo et al. (2023), who highlight the role of user education in enhancing academic engagement with library systems. Since the p-value is less than 0.05, the null hypothesis is rejected.

The results further show a significant relationship between the usefulness of library services and the utilization of library resources ($r = 0.596$, $p = 0.000$, $p < 0.05$). The correlation coefficient indicates a moderate positive relationship, suggesting that students who perceive library services as useful are more likely to utilize library resources. This implies that effective library services encourage students to explore and maximize the use of available academic materials, as services such as guidance from librarians, database assistance, and research

support enhance students' confidence in using library resources. This finding is supported by Dominguez (2025), who reports that librarian assistance improves resource utilization, and by Samo and Agcito (2024), who emphasize that reference services enhance academic engagement, while Lowaton (2023) further highlights that faculty and institutional support significantly increase students' engagement with academic resources. Since the p-value is less than 0.05, the null hypothesis is rejected.

Moreover, a significant relationship exists between the usefulness of library services and the utilization of library services ($r = 0.593$, $p = 0.000$, $p < 0.05$). The correlation coefficient indicates a moderate positive relationship, suggesting that students who perceive library services as useful are more likely to utilize these services. This finding implies that positive perceptions of service quality lead to higher engagement with library support systems such as reference assistance, orientation programs, and digital services. This result is consistent with the User Satisfaction Theory of DeLone and McLean (1992), which emphasizes that service quality directly influences user satisfaction and continued use, and is also supported by Davis' (1989) Technology Acceptance Model, which states that perceived usefulness predicts actual usage behavior, with further support provided by Macapodi (2022) and Samo and Agcito (2024), who highlight the importance of librarian support in increasing student engagement with library services. Since the p-value is less than 0.05, the null hypothesis is rejected.

Lastly, the findings reveal a significant relationship between the utilization of library resources and the utilization of library services ($r = 0.862$, $p = 0.000$, $p < 0.05$). The correlation coefficient indicates a very high positive relationship, suggesting that students who frequently utilize library resources are also more likely to utilize library services. This implies that resource use and service use are strongly interconnected, as students rely on both simultaneously to complete academic tasks such as research, assignments, and examination preparation. This finding is supported by Estrada et al. (2023), who report that consistent library engagement improves academic performance, and by Lasig et al. (2025), who emphasize the integrated use of physical and digital library systems, while Adeleye (2023) also highlights that effective utilization involves both resource access and service engagement as complementary academic behaviors. Since the p-value is less than 0.05, the null hypothesis is rejected.

Taken together, the findings of this study, drawn from the responses of 318 college students at Saint Gabriel College, directly address the objectives set forth for this investigation. Students rated both the usefulness of library resources ($M = 3.88$, $SD = 0.82$) and the usefulness of library services ($M = 3.84$, $SD = 0.83$) at a High level, while their utilization of library resources ($M = 3.35$, $SD = 0.89$) and utilization of library services ($M = 3.35$, $SD = 0.93$) registered only at a Moderate level, revealing a consistent pattern in which students' recognition of the value of the library's materials and support systems exceeded the frequency and consistency with which they actually engaged with them. The inferential analysis further demonstrated that all six relationships tested among the usefulness of library resources, the usefulness of library services, the utilization of library resources, and the utilization of library services were statistically significant at the 0.05 level, with correlation coefficients ranging from a moderate positive relationship of $r = 0.531$ between the usefulness of library resources and the utilization of library services to a very high positive relationship of $r = 0.894$ between the usefulness of library resources and the usefulness of library services, and a similarly very high positive relationship of $r = 0.862$ between the utilization of library resources and the utilization of library services, with all p-values equal to 0.000 and therefore less than 0.05, leading to the rejection of the null hypothesis in every instance. These results collectively suggest that perceived usefulness and actual utilization, while significantly and positively related, are not fully equivalent constructs, and that structural, institutional, instructional, and

individual factors intervene between what student's value and what they actually do, indicating that sustaining and improving library usefulness alone is not sufficient to guarantee proportionally high utilization. This evidence contributes to the broader understanding of academic library use by demonstrating, within the context of Saint Gabriel College, that the gap between perceived usefulness and actual utilization persists even under conditions of generally favorable perceptions, underscoring the need for targeted interventions addressing accessibility, orientation, infrastructure, and the integration of library-based tasks into academic requirements. These findings provide the empirical foundation for the recommendations and conclusions to be presented in the succeeding chapter, which will translate the descriptive and inferential results discussed here into concrete proposals for strengthening the usefulness and utilization of library resources and services at Saint Gabriel College.

## CONCLUSION

This study investigated the relationship between the perceived usefulness of library resources and services and the utilization of library resources and services among college students at Saint Gabriel College during the School Year 2025-2026 using a survey correlational research design. The study involved 318 enrolled college students and utilized adopted and modified questionnaires together with researcher made instruments to measure the perceived usefulness and utilization of library resources and services. The perceived usefulness of library resources and services served as the independent variables, while the utilization of library resources and services served as the dependent variables. Data were analyzed using frequency count, percentage, mean, standard deviation, and Pearson r at the 5 percent level of significance. The findings revealed that students generally perceived both library resources and library services as highly useful. However, despite these favorable perceptions, the utilization of both library resources and library services remained at a moderate level. The results further established a strong and significant relationship between the perceived usefulness of library resources and the perceived usefulness of library services, as well as a strong and significant relationship between the utilization of library resources and the utilization of library services. Moreover, moderate but statistically significant relationships were found between the perceived usefulness and utilization variables, indicating that students who regarded library resources and services as useful were more likely to utilize them.

These findings demonstrate that students recognize the library as an important academic partner that supports learning, research, and intellectual development through relevant collections and quality services. The consistently high level of perceived usefulness suggests that the institution has successfully established a positive image of its library by maintaining updated collections, responsive services, and learning resources that align with students' academic needs. Nevertheless, the moderate level of utilization indicates that favorable perceptions alone are insufficient to ensure consistent engagement with available resources and services. Practical constraints such as limited access, time pressures, insufficient awareness of specific services, and competing academic responsibilities continue to influence students' actual library use. This disparity between perception and utilization emphasizes that the academic value of the library can only be fully realized when positive attitudes are supported by accessible facilities, effective promotional efforts, user friendly systems, and institutional initiatives that encourage regular engagement.

The findings also indicate that students perceive library resources and library services as interconnected components of a comprehensive academic support system. Appreciation of the quality and relevance of library materials is closely associated with appreciation of the services that facilitate access to those materials. Likewise, the significant relationship between

the utilization of library resources and library services demonstrates that students who actively engage with one aspect of the library are also more likely to utilize other available resources and services. This interconnected pattern highlights the importance of maintaining a balanced approach that simultaneously strengthens collections, technological resources, service quality, and user support. Furthermore, the moderate but significant relationships between perceived usefulness and utilization confirm that while positive perceptions substantially influence utilization behavior, they are not the sole determinants of actual library use. Accessibility, technological infrastructure, convenience, personal motivation, time management, and other environmental and individual factors likewise contribute to students' decisions to utilize library resources and services. Consequently, maximizing utilization requires not only sustaining positive perceptions but also creating practical conditions that facilitate frequent and meaningful interaction with library resources.

In view of these conclusions, a collaborative and comprehensive approach is recommended to strengthen both the perceived usefulness and the actual utilization of library resources and services. Students are encouraged to incorporate library resources, digital databases, and professional librarian assistance into their regular academic routines by participating in orientation programs, research skills workshops, collaborative learning activities, and independent research tasks that promote critical thinking and lifelong learning. They are likewise encouraged to establish consistent library use habits, explore specialized services such as citation assistance, research consultations, interlibrary loans, and subscription databases, and intentionally translate their positive perceptions into disciplined academic practices through structured research schedules and self-directed learning. Librarians are encouraged to sustain and continuously enhance both print and electronic collections through regular acquisition of updated resources, expansion of digital databases, improvement of online accessibility, and provision of responsive reference services. Active promotion through classroom visits, workshops, webinars, newsletters, social media campaigns, and user education programs should further increase awareness and encourage broader utilization. Continuous assessment of students' needs, satisfaction, and utilization patterns, together with improvements in library facilities, study spaces, navigation systems, technological infrastructure, and environmental comfort, will further enhance accessibility and user experience. Librarians are likewise encouraged to adopt balanced collection development and service enhancement strategies by integrating book borrowing, database instruction, research consultations, citation workshops, writing assistance, and other academic support programs into comprehensive learning experiences that encourage students to maximize the full range of library services.

Faculty members are likewise encouraged to integrate library resources and services into course design by requiring research-based assignments, database exploration, librarian consultations, and information literacy activities that strengthen students' research competence and independent learning skills. Classroom instruction should consistently emphasize the interconnected nature of library resources and services while providing guidance on research planning, time management, source evaluation, and evidence-based inquiry. School administrators are encouraged to sustain institutional investment through adequate funding for updated collections, technological infrastructure, librarian professional development, facility improvement, and integrated digital systems that support efficient catalog access, database navigation, and consultation services. The provision of comfortable study areas, discussion rooms, reliable internet connectivity, updated computer units, and responsive digital platforms will create conditions that encourage sustained utilization. Regular monitoring of usage statistics, student feedback, service quality, and resource adequacy should guide evidence

based planning and continuous improvement initiatives that align library services with evolving academic programs and student needs. Finally, future researchers are encouraged to replicate the study across different institutions, academic disciplines, and educational levels while incorporating additional variables such as academic achievement, digital literacy, time management, accessibility barriers, learning styles, and institutional support mechanisms. Qualitative approaches including interviews, focus group discussions, and observations may likewise provide deeper insights into students' actual experiences and the factors that influence the transition from recognizing the usefulness of library resources and services to consistently utilizing them for academic success.

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