

Library User Utilization and Satisfaction on Online Resources in St. Paul University Surigao

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Abstract: This study aimed to determine the extent of utilization and satisfaction of library users with online resources in St. Paul University Surigao Academic Library. A descriptive correlational research method was used in this study, wherein thirty-five (35) full-time faculty and three hundred thirteen (313) students at St. Paul University Surigao participated in a survey containing a researcher-made questionnaire. The findings of the study showed that users' extent of utilization of online resources was *high*. Among EBSCO resources, the journal was rated highly. EBSCO resources that are accessible using mobile and computer devices or any internet-supported devices have a satisfied rating. There was a significant relationship between the users' satisfaction and the utilization of online resources. However, there is no significant difference in the user's extent of utilization of online resources when they are grouped according to their profile. On the other hand, there was a significant difference in the user's extent of satisfaction with online resources when they were grouped according to their profile. It was concluded that the online resources of St. Paul University Surigao were highly utilized and that their users were satisfied. Thus, satisfaction with online resources could guarantee a high utilization rate. It is anticipated that the online resource subscriptions of the library will be useful and helpful to library users in accessing information when they are complying with their academic requirements.

Keywords: utilization, satisfaction, online resources

Introduction

With online information resources dominating the communications landscape, libraries are faced with necessity to cope with new innovations in the society and assess how well an institution is performing to strengthen the usage and satisfaction of library clientele with the available resources. Likewise, librarians have been challenged to upgrade and improve the collection services to meet users' needs effectively.

As an innovative way to deal with the demands of the learning society, libraries have innovated and embraced online resources to support the information needs of its users by providing easy access to a wide variety of information. Online resources have been used to enrich the acquisition and dissemination of information. These resources were made available to allow library clientele conveniently access unlimited supply of literature essential for studying, learning and researching without the need to physically visit the library.

Academic libraries acquire a large number of collections including print, online resources and technology to support the academic information needs (Chinnraj & Tmilselvan, 2016). EBSCO resources offers a variety of information from different subject areas that are easily accessible and provide full-text of related topics (EBSCO, 2020). According to Suseela, (2017), EBSCO resources makes users access information they need in a simply manner and provide multiple formats that allows user to easily view and download the information they want to retrieve

In St. Paul University Surigao Academic library, there have been available databases with reliable contents that would be used for students' research, assignments, projects and faculty members' instruction and research activities. EBSCO online resources subscribed by the institution to enrich resources in the library. One of the recommendations of PAASCU (2017) is to have greater use of online database and e-books.

EBSCO was a consortium-based subscription with the SPU system and was made available in SPUS on October, 2017. It is a database containing full text articles, academic journals, magazines, reviews, reports, newspapers, trade publications, etc. (National Association Realtors, 2016). These materials provide variety of reliable, relevant and up-to-date information in different subject areas that support the information needs of students and faculty (EBSCO, 2020).

SPUS online resources have been most widely used information sources by students and faculty to support their information needs. Hence, this study was conducted to determine the online resources such as EBSCO provided by the library were utilized by users.

Furthermore, this paper was hence designed to determine the extent these resources was being utilized and satisfied the users. Particularly, this study had the following research objectives: (1) to determine the profile of the participants in terms of their age, type of user, gender and program; (2) To determine the user's extent of utilization of online resources; (3) To determine the user's extent of satisfaction of online resources; (4) to determine the relationship between the user's extent of satisfaction and utilization on online resources; (5) possible positive recommendations to strengthen the utilization and satisfaction of user in using online resources.

Methods

In this study, the researcher employed the quantitative descriptive-correlational research design using survey technique. This is deemed appropriate as it determines if there is a significant relationship between the extent of users' satisfaction and utilization on online resources. A total of thirty five (35) faculty and 313 students participated in the study. The researchers employed random sampling using slovin's formula technique. Only full-time college faculty and students enrolled during the first semester of the academic year 2019-2020 were selected as samples.

The questionnaire had three parts. The first part dealt with the profile of participants; the second part was used to answer the extent of utilization on online resource, specifically; and, the third part of the questionnaire was used to answer the extent of satisfaction of the participants on EBSCO online resources. The questionnaire was used to assess the students' level of knowledge in citing in-text sources and referencing. A letter of permission was sent to the Vice President for Academics of the University to conduct the study. The questionnaire was subjected to the validation by experts. It was administered in printed and online platforms where consent from the participants was also asked. Afterwards, it was retrieved, analyzed, and interpreted using statistical tools. Moreover, the study maintained ethical considerations by requesting the participants to sign informed consent and data privacy forms attached in the printed and online questionnaires. The personal information and responses collected were treated with utmost confidentiality and were only used for academic and research purposes.

To analyze the results gathered in the study, the following statistical tools were used: (1) Frequency Count and Percentage Distribution were used to quantify the profile of the faculty and student-participants; and (2) Mean and Standard Deviation were used to determine the extent of utilization and satisfaction on online resources; (3) Pearson's Correlation were used to determine the significant relationship between the users' extent of satisfaction and utilization on online resources; (4) Analysis of Variance ANOVA were used to ascertain the significant difference in the users' extent of utilization on online resources when they are grouped according to their profile. Also, to determine the significant difference in the users' extent of satisfaction on online resources when they are grouped according to their profile.

Results and Discussions

The profile of the participants comprises the age, types of users, sex, and department. These are determined in order to recognize their personal viewpoints with regard to utilization and satisfaction on online resources provided by the library.

Profile of the Participants

Table 1

Variables	Types of Users			%
	f(n=313) Students Faculty	f(n=35)	f(n=348) Total	
Age				
20 years old and below	227	0	227	65
21-25 years old	46	5	51	15
26-30 years old	22	7	29	8
31-35 years old	13	11	24	7
36-40 years old	5	0	5	1
41 years old and above	0	12	12	4

Sex					
	Male	102	19	121	35
	Female	211	16	227	65
Department					
	CECA	58	12	70	20
	CBT	92	8	100	28
	CCJE	11	2	13	4
	CHS	65	6	71	20
	COE	44	5	49	14
	RELED	0	2	2	1
	Graduate School	43	0	43	12

Table 1 presents the profile of the participants. It shows that out of the 348 participants, 227 or 65% belonged to the age bracket 20 and below. The same table shows that as to the type of users, thirty (35) were full-time college faculty and 313 were students who participated in the study. Based on the number of official enrollees during the first semester, academic year 2019-2020, 1,441 were students which composed of 1,245 college, 196 graduate students (SPUS Registrar, 2019) and 35 full-time faculty (HRMO, 2019).

As to sex, most of the student participants were females with a total of 211. According to the List of Official Enrolment for the first semester, academic year 2019-2020, there were 888 female students enrolled and 553 male students. For the faculty, nineteen were males (19) and sixteen (16) were females (16). Overall, there are a total 227 female who have participated in the study.

In terms of students' department, it shows that majority of the participants were from the College of Business and Technology with a total of ninety two (92). Among of the college departments, the College of Business and Technology got the total of 399 students who were enrolled during the first semester, academic year 2019-2020 (SPUS Registrar, 2019-2020). Moreover, most of the college faculty members came from the College of Education, Culture & Arts with a total of 12.

Utilization on EBSCO Resources

EBSCO is one of the online resources of the library primarily responsible for providing information service with different types of online resources to users such as journals, thesis/dissertation, reviews, e-books etc. The utilization of this resource would greatly contribute to the management in determining the extent of its use.

Extent Utilization on EBSCO Resources

Table 2

Types of Resources	Students				Faculty				Total Average			
	M	QD	(SD)	VI	M	QD	(SD)	VI	M	QD	(SD)	VI
Bibliographies	2.67		(0.90)	O H	2.56		(0.87)	O H	2.61		(0.88)	O H
Creative work	2.68		(0.90)	O H	2.69		(1.04)	O H	2.68		(0.97)	O H
Directories	2.42		(0.93)	So L	2.31		(0.89)	So L	2.36		(0.91)	So L
E-book	2.66		(0.84)	O H	2.94		(0.95)	O H	2.80		(0.89)	O H
Glossary	2.46		(0.87)	So L	2.40		(1.05)	So L	2.43		(0.96)	So L
Government Document	2.47		(0.98)	So L	2.49		(0.87)	So L	2.48		(0.92)	So L
Historical Materials	2.45		(0.92)	So L	2.49		(0.77)	So L	2.47		(0.84)	So L
Journals	3.17		(0.81)	O H	3.14		(0.80)	So H	3.15		(0.81)	O H
Magazines	2.64		(0.85)	O H	2.89		(1.01)	So H	2.76		(0.93)	O H
Newspaper	2.63		(0.90)	O H	2.77		(1.02)	So H	2.70		(0.96)	O H
Photographs	2.35		(0.93)	So L	2.57		(0.84)	So H	2.46		(0.88)	So L
Reports	2.50		(0.97)	O H	2.86		(0.80)	So H	2.68		(0.88)	O H
Reviews	2.50		(0.92)	O H	2.83		(0.77)	So H	2.66		(0.84)	O H
Statistics	2.45		(0.98)	So L	2.83		(0.88)	So H	2.64		(0.93)	O H
Teaching Materials	2.44		(0.94)	So L	3.26		(0.81)	A H	2.85		(0.87)	O H
Thesis/Dissertation	2.77		(0.89)	O H	3.29		(0.81)	A H	3.01		(0.85)	O H

Trade Publication	2.35	(0.91)	So	L	2.66	(0.71)	O	H	2.50	(0.81)	O	H
Translation General	2.44	(1.02)	So	L	2.14	(0.83)	So	L	2.29	(0.92)	O	L
Average	2.56	(0.71)	O	H	2.73	(0.87)	O	H	2.64	(0.89)	O	H

Legend:	Scale	Range	Verbal Interpretation	Qualitative Description
	4	3.25-4.00	Always use	Very High (VH)
	3	2.50-3.24	Often use	High (H)
	2	1.75-2.49	Sometimes use	Low (L)
	1	1.00-1.74	Never use	Very Low (VL)

Table 2 presents the students' extent of utilization on EBSCO resources. It can be observed that students rated the EBSCO resources as *high* in general ($M=2.56$, $SD=0.71$). Data showed that out of the eighteen (18) resources, there were ten (10) which rated as *high* and eight (8) as *low*. The highest rating was on the *Journal* ($M=3.17$, $SD=0.81$), followed by *Thesis/Dissertation* ($M=2.77$, $SD=0.89$), then *Creative work* ($M=2.68$, $SD=0.90$), *Bibliographies* ($M=2.67$, $SD=0.90$), and *E-book* ($M=2.67$, $SD=0.90$). Based on the actual responses of the participants, there were 143 out of 313 who gave high ratings on journals which means the highest among other resources. These findings reveal that there is a collection of journals evident in EBSCO. Students had utilized this kind of resource as it helped them gain knowledge on various information formats given that journals in EBSCO provides variety of primary sources from different subject areas.

On the other hand, the table shows that *Trade Publication* ($M=2.35$, $SD=0.91$) got the lowest rating. This was followed by *Photographs* ($M=2.35$, $SD=0.94$), *Directories* ($M=2.42$, $SD=0.93$), *Teaching Materials* ($M=2.44$, $SD=0.94$), and *Translation* ($M=2.44$, $SD=1.02$) as they were rated *low* also. In the context of the EBSCO databases, trade publications are available and accessible. However, students, perhaps, would prefer the scholarly information and books as these were being recommended to them by their subject teachers. Similar to the claim of the Seminole College Library (2020) that some users would not always use trade publication, instead, they prefer to use scholarly information like journals or books because they have highly credible source to cite. Moreover, the purpose of trade publication is to educate professionals in the advertising fields, mathematics teachers, beverage, government, etc. industry (EBSCO, 2020). These contents includes latest trends, useful articles that teach people something new, advice from experts in the industry, and interviews with some of the top people within the trade (Open PR, 2020).

For the faculty, EBSCO resources were rated as *high* in general ($M=2.73$, $SD=0.87$). The highest rating among the eighteen (18) EBSCO resources was on *Thesis/Dissertation* ($M=3.29$, $SD=0.81$), which was followed by *Teaching Materials* ($M=3.26$, $SD=0.81$), *Journals* ($M=3.14$, $SD=0.80$), *E-book* ($M=2.94$, $SD=0.95$), and *Magazines* ($M=2.89$, $SD=1.01$). These findings indicated that thesis or dissertation resources were available in EBSCO and were utilized by faculty for their researches. Faculty of SPUS possibly utilized these resources as they were encouraged to do research writing by the administrators and they had gone several writing sessions in developing their manuscripts (SPUS Academic Services, 2020).

Out of the eighteen (18) EBSCO resources, *Translations* ($M=2.14$, $SD=0.83$) was the resource with the lowest mean. It was followed by *Directories* ($M=2.31$, $SD=0.89$), *Glossary* ($M=2.40$, $SD=1.05$), *Historical Materials* ($M=2.49$, $SD=0.77$), and *Government Document* ($M=2.49$, $SD=0.87$). Although EBSCO database provides information translated in different languages, since the information available are from publishers of different countries, *translations* were sometimes used probably because subjects that are being offered in the curriculum use only languages which are English as medium of instruction and Filipino (SPUS, Handbook, 2015). In addition, EBSCO had already used English as the medium of database instruction (EBSCO, 2020).

With the faculty and students' responses, it was found out that the most utilized EBSCO resources was the *Journal* ($M=3.15$, $SD=0.81$) rated as *high*. This indicates that journals have been used because they provide various contents applicable to various subject areas in the curriculum of each courses offered. Normally, whatever references teachers are using could also be used by students.

Students and faculty rated the extent of utilization on EBSCO as *high* as indicated in the total average ($M=2.64$, $SD=0.89$). This shows that EBSCO resources were given importance and perhaps these provide variety of contents for their search of information.

Satisfaction on EBSCO Resources

Table 3. *Extent of Satisfaction on EBSCO Resources*

Indicators	Students				Faculty				Total Average			
	M	(SD)	VD	QD	M	(SD)	VD	QD	M	(SD)	VD	QD
I am satisfied with EBSCO because...												
• A variety of primary sources from different subject areas are provided.	3.11	(0.68)	A	S	3.29	(0.56)	SA	VS	3.20	(0.62)	A	S
• The information provided is relevant to my information needs.	3.09	(0.71)	A	S	3.37	(0.59)	SA	VS	3.23	(0.65)	A	S
• The information is up-to-date.	3.02	(0.80)	A	S	3.31	(0.57)	SA	VS	3.12	(0.68)	A	S
• The information provided is reliable.	3.03	(0.73)	A	S	3.34	(0.63)	SA	VS	3.18	(0.68)	A	S
• The information is available in multiple formats such as html, pdf, doc, etc.	2.97	(0.80)	A	S	3.40	(0.60)	SA	VS	3.18	(0.70)	A	S
• The information is easier to print, download, send through email and etc.	3.01	(0.81)	A	S	3.37	(0.59)	SA	VS	3.19	(0.70)	A	S
• The information is accessible using mobile and computer devices or any internet-supported devices.	3.06	(0.73)	A	S	3.46	(0.60)	SA	VS	3.26	(0.66)	SA	VS
• The system's interfaces are user-friendly.	2.97	(0.81)	A	S	3.46	(0.65)	SA	VS	3.21	(0.72)	A	S
• The external links/hyperlinks are verifiable on another website.	3.01	(0.77)	A	S	3.43	(0.65)	SA	VS	3.22	(0.71)	A	S
General Average	3.03	(0.60)	A	S	3.38	(0.60)	SA	VS	3.19	(0.60)	A	S

Legend:	Scale	Range	Verbal Interpretation	Qualitative Description
	4	3.25-4.00	Strongly Agree	Very Satisfied
	3	2.50-3.24	Agree	Satisfied
	2	1.75-2.49	Disagree	Dissatisfied
	1	1.00-1.74	Strongly Disagree	Very Dissatisfied

Table 3 presents the students' extent of satisfaction on EBSCO resources. Students rated the EBSCO resources as Satisfied in general (M=3.03, SD=0.60). The same table shows that out of the nine (9) indicators, a variety of primary resources from different subject areas (M=3.11, SD=0.68) was rated as the highest. This was followed by information provided is relevant to my information needs (M=3.09, SD=0.71), and the information is accessible using mobile and computer devices or any internet-supported devices (M=3.06, SD=0.73).

Meanwhile, an indicator stating information that is available in multiple formats such as html, pdf, doc, etc. (M=2.97, SD=0.80) was rated by the students as the lowest. This was followed by the system's interfaces are user-friendly (M=2.97, SD=0.81), and the external links/hyperlinks are verifiable on another website (M=3.01, SD=0.77). The findings show that students find the information in EBSCO limited in terms of formats such as full text, pdf, etc.

The same table shows that all indicators on the faculty' extent of satisfaction on EBSCO was rated as Very Satisfied. Out of the nine (9) indicators, information that are accessible using mobile and computer devices or any internet-supported devices (M=3.46, SD=0.60) was rated as the highest. This was followed by the system's interfaces are user-friendly (M=3.46, SD=0.65), and external links/hyperlinks are verifiable on another website (M=3.43, SD=0.65).

On the other hand, the table shows that a variety of primary sources from different subject areas (M=3.29, SD=0.56) was rated as the lowest. This was followed by the information is up-to-date (M=3.31, SD=0.57), and the information provided is reliable (M=3.34, SD=0.63). Although, there were many reliable sources and up-to-date information found in the EBSCO, it was possible that other sources have limited available full-text and other formats.

As indicated in the total average, students rated the extent of satisfaction on EBSCO (M=3.38, SD=0.60) as Satisfied; while, for the faculty (M=3.38, SD=0.60), it was rated as Very Satisfied.

Significant Relationship between Satisfaction and Utilization on Online Resources

Table 4. *Significant Relationship between Satisfaction and Utilization on Online Resources*

Group	Mean	Std.Dv.	R(X,Y)	p	Decision
Extent of utilization	2.7235	0.5793			
Extent of Satisfaction	3.0342	0.5696	0.5121	0.0000	Reject Ho

Table 4 shows the significant relationship between the users' extent of satisfaction and utilization on online resources. The data reveal that there is a significant relationship between satisfaction and utilization on online resources. (p=.0000). Therefore, the null hypothesis could be rejected. Result shows that library users' satisfaction is a contributory factor to the utilization on online resources.

Significant Difference in the Users' Extent of Utilization on Online Resources when they are grouped according to their Profile

Table 5. *Significant Difference in the Library Users' Extent of Utilization on Online Resources when Grouped according to their Profile*

Group	SS effect	Df effect	MS effect	SS Error	Df Error	MS Error	F	p	Decision
Age	1.839	5	0.367	115.459	342	0.337	1.089	0.365	Do not reject Ho
Types of Users	0.318	2	0.159	116.981	345	0.339	0.468	0.626	Do not reject Ho
Sex	0.002	1	0.002	117.297	346	0.339	0.006	0.936	Do not reject Ho
Department	3.452	6	0.575	113.846	341	0.333	1.723	0.114	Do not reject Ho

Reflected in Table 5 is the significant difference in the library users' extent of utilization on online resources when they are grouped according to their profile. Data revealed that there is no significant difference in the users' extent of utilization on online resources when they are grouped according to their profile in terms of age, type of user, sex, and department. Thus, the null hypothesis could not be rejected.

Moreover, this signifies that users' utilization on online resources did not vary when grouped according to their profile variables. Regardless of their profile, faculty and students both utilized the online resources provided by the library to search and retrieve needed information. Teachers would use the information in the library to enrich their learning and also their lesson to provide better instruction for students.

Significant Difference in the Library Users' Extent of Satisfaction on Online Resources when they are grouped according to their Profile

Table 6. *Significant Difference in the Library Users' Extent of Satisfaction on Online Resources when they are grouped according to their Profile*

Group	SS effect	Df effect	MS effect	SS Error	Df Error	MS Error	F	p	Decision
Age	2.653	5	0.530	109.653	342	0.320	1.655	0.144	Do not reject Ho
Types of Users	3.407	2	1.703	108.899	345	0.315	5.398	0.004	Reject Ho
Sex	1.155	1	1.155	111.151	346	0.321	3.597	0.058	Do not reject Ho
Department	5.464	6	0.910	106.843	341	0.313	2.906	0.008	Reject Ho

Table 6 presents the significant difference in the library users' extent of satisfaction on online resources when they are grouped according to their profile. Data shows that there is no significant difference in the users'

extent of satisfaction on online resources when they are grouped according to their profile in terms of age and sex. This is evident given the p-value which is greater than the 0.05 level of significance. Thus, the null hypothesis could not be rejected. This may mean that users' satisfaction on online resources do not vary when it comes to their age and sex. Whether one can access and retrieve the needed information from EBSCO and OPAC there would still be satisfaction of such resources.).

The same table shows that there is a significant difference in the users' extent of satisfaction on online resources when they are grouped according to their profile in terms of type of user and department. The table above also shows that the p-value is less than the 0.05 level of significance. Therefore, the null hypothesis was rejected.

Users' satisfaction varies in terms of the type of users either students or faculty. Teachers are the ones bringing the topic of the day, thus, they need to look for more information to guide the students on the topics. It could be said that they are the most users of online resources. This is even evident on the extent of satisfaction of users in Table 8, where faculty were very satisfied with online resources than with the students.

Conclusion and Recommendations

Based on the significant findings, this study showed that the online resources of St. Paul University Surigao were highly utilized, and its users were satisfied. Thus, the online resources provided by the library are relevant to the information needs of library users. Types of users and departments influenced the satisfaction of users with online resources. Satisfaction with online resources may increase utilization.

Taking into consideration the findings and conclusions of the study, it is recommended to the library and information science practitioners that *librarians and staff* strengthen the promotion of EBSCO through collaboration with the faculty. Moreover, librarians and staff should develop library programs that will encourage and motivate students, and strengthen information drives regarding the use of its resources. In addition, the faculty should encourage students to use EBSCO by giving assignments, projects, and research that will require the use of the library's online resources to maximize the use of EBSCO the online resources provided by the library to support the information needs of users.

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