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## Usage of Library Resources and Services of Maritime Academy of Asia and the Pacific (MAAP): Bases for Promotional Strategies

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# Usage of Library Resources and Services of Maritime Academy of Asia and the Pacific (MAAP): Bases for Promotional Strategies

Charie Kaye Colar<sup>1</sup>

## **ABSTRACT**

*The primary aim of this study is to create a promotional strategy plan based on the usage of resources and services. Survey questionnaire was used to gather data from a stratified sample of 372 students and 98 faculty members. Only 64 faculty members returned their questionnaires. The study employs independent sample t-test, ANOVA (f-test) and Mann Whitney (U-test) to test the operational hypothesis. Upon analyzing the demographic profiles, it was noted that the students were frequent visitors of the library while the faculty have minimal visits.*

*Statistical results show that both students and faculty used the resources only for “sometime” while students used the services more often than the faculty. Also, there are no significant differences to the rating of respondents’ on resources and services when grouped according to profile except when students profile are grouped according to year level and frequency of visit. Factors such as adequate collection and lack of space in the library was found affecting the patrons in visiting the library.*

*The researcher therefore conclude that library resources are not marketed effectively thus resulting to minimal usage while the good delivery and marketing of library services to the students resulted from frequent usage but still needs to be marketed to the faculty for extensive use. It is recommended that the proposed promotional strategies will focus on promoting the least used library resources. Also it is imperative, to create a promotional strategy program for the faculty which got minimal usage for resources and services as well as frequency of visit to the library.*

*Keywords: Library Utilization, Library Promotional Strategies, Library Resources, Library Services, Information Seeking, Librarian-Faculty Collaboration*

## **I. INTRODUCTION**

Libraries have been part of academic institutions since the beginning of civilization. Each library is considered as the heart of an institution for accumulating knowledge. Learning alone, in the classroom is not enough to feed every individual's mind with their curiosities, and this is where libraries come in. Traditionally, the library is known as a place where books are housed and made available to the public. Today, however, is the dawn of new resources such as electronic books, e-journals, internet, and diverse materials. It brings a multifaceted concept in the library that gives its patrons a variety of choices for reading and research (Jimenez, 2012).

Libraries serve different patrons, including students, faculty, staff, and other employees of the institution, as well as outside researchers. The most significant population in MAAP was students, who became the library's target market overlooking the faculty members. For teachers, knowledge is the greatest weapon that they can impart among their students, and reading is one of the tools required for continuous learning and to impart new information. Hence, teachers do research and texts for their lessons. Teachers need to consult reading materials, in whatever format, which they can use as reference in teaching.

Faculty members also play an essential role in requesting books in their field of expertise and providing them with the latest information for their subject matter. Therefore, faculty members must be the readers of their requests. Faculty members should cite these new acquisitions to their course curriculum and require the students for library work. On the other hand, the library provides the patrons with varied formats of resources from print to non-print to digital.

Teachers, being looked upon by the students as role models, are expected to be knowledgeable in doing research and using the library. They are expected to share the love for learning by reading and doing research beyond what they are sharing in the classroom. On the other hand, students are mostly required by the teachers to do further reading and research; thus, they are compelled to go to the library unless they decide to consult some research of their interest. In the MAAP setting, the students are in-house, and they are required to stay at the library during their vacant period. Thus the attendance of students in the MAAP library is not an occurring problem.

On the other hand, the attendance of the faculty members is low. Libraries continuously update their collection through requests from the faculty members, but the faculty's usage on the library collection is low as per library records. Librarians expect these requested materials of the faculty to be fully utilized by them and their students. Also, they are expected to go to the library and consult available references to upgrade or refresh their knowledge. Sadly, it's a battle cry for every library to encourage them to visit or avail of the auxiliary library services.

Like other libraries, Maritime Academy of Asia and the Pacific (MAAP) library is experiencing low statistical results when it comes to faculty library attendance and library materials and services, which became a big concern during the conduct of the previous accreditation. Librarians created promotional materials, distributed and updated every semester, such as brochures, pathfinders, top faculty visitors, and library event invitations as promotional strategies. Despite these promotional tools, the number of usage of library collections and services, specifically the faculty attendance is still low. The librarians are even planning other marketing strategies, but the first thing to do is to know the factors that affect library patrons' decision to use the library. Also, the resources and services that need to be improved, especially the low statistical results of the faculty attendance and usage of library resources and services.

The researcher aims to propose Promotional Strategies Program that may guide the librarians in marketing the library resources and services with low usage.

## **II. METHOD/S**

In this specific study, descriptive or survey research was used as the primary method. The respondents were 98 faculty and 372 students from MAAP, as a result from random stratified sampling, grouped according to Marine Engineering (MarE) or Marine Transportation (MT) program. The students or also called cadets stay in-house of the academy. The study employs independent sample t-test, ANOVA (f-test) and Mann Whitney (U-test) to test the operational hypothesis.

## **III. RESULTS AND DISCUSSION**

The main goal is to assess the MAAP library's resources and programs that require further promotion for the students and faculty, thereby providing the basis for this study's proposed library promotional program. The next step is the hypothesis checking, whether there is a substantial difference in the frequency rate of resources and services when clustered according to the respondents' demographic profile. Finally, factors that may have led to the patrons' decision to visit the library.

### **I. Profile of the Respondents**

The researcher gathered the profiles of the respondents as a basis in analyzing the characteristics of the library patrons, in relation to making new promotional strategies for the MAAP library. According to Russo (2017), libraries need to define which demographics their top priority is and to know what content and service would be most relevant to the audience.

Table 1

**Percentage Distribution of Respondents in terms of Age**

| Age                | Student    |               | Faculty   |                |
|--------------------|------------|---------------|-----------|----------------|
|                    | Frequency  | Percentage(%) | Frequency | Percentage (%) |
| Up to 20 years old | 221        | 59            | 0         | 0              |
| 21-30 years old    | 150        | 40            | 17        | 27             |
| 31-40 years old    | 1          | 0             | 28        | 44             |
| 41-50 years old    | 0          | 0             | 8         | 13             |
| Over 51 years old  | 0          | 0             | 11        | 17             |
| <b>Total</b>       | <b>372</b> | <b>100</b>    | <b>64</b> | <b>100</b>     |

Table 1 shows that the majority of the student respondents were 20 years old and below, with a percentage distribution of 60%. The remaining students with 40% distribution were those in between 21 and 30 years old, specifically until age 21 and 23, as per requirement in MAAP. Rea (2020) found out in her research that there are different preferences of patrons when studied by their age or the generation they belong. Since most MAAP students belong to Gen Z, attitudes and actions based on the outcome of Rea 's study (2020) suggest that they are reading less for pleasure now.

Most of the faculty respondents were between 31 to 40 years of age with a percentage distribution of 44% belongs to Millennial (24-38) and Generation X (39-54). The study of Rhea (2020) showed the preferences of Millennials and Gen X, based on its result, Millennial loves to read more in contrast with the Gen Z which they read less. The differences in user preferences, when group according to their age and generation, can be considered when making promotional tools for the library.

Table 2

**Percentage Distribution of the Respondents in terms of Year Level**

| Age          | Frequency  | Percentage (%) |
|--------------|------------|----------------|
| First Year   | 93         | 27             |
| Second Year  | 93         | 25             |
| Third Year   | 86         | 23             |
| Fourth Year  | 100        | 25             |
| <b>Total</b> | <b>372</b> | <b>100</b>     |

Table 2 shows that most of the respondents came from the first-year level with 27%. It was then followed by the second year and fourth year level with a 25% share and third-year level with 23%. Based on the survey result, the highest number of respondents going to the library came from the 1<sup>st</sup> year, with only a 2 % difference from the 2<sup>nd</sup> and 4<sup>th</sup> year. This minimal difference is a good indication that almost all the students were going to the library regardless of the year level. It is during their 3<sup>rd</sup> year that the students' population decreases because they need to go for shipboard training for a year.

MAAP students are required to stay at the library during their vacant periods. Staying in classrooms and unauthorized places during their vacant were not allowed, unless under instruction for a special event or activity by the academe. MAAP library is always jam packed with students, which is a good opportunity to assist and interact with them, at the same time introduce new promotional strategies. Gunasekera's research (2010) also found that there is a large difference in terms of how frequently the library has been used by undergraduate students. The analysis indicates most students visited the library regularly.

Table 3

**Frequency of Visit of the Respondents to the Library**

|              | <b>Frequency</b> | <b>Percentage (%)</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------|------------------|-----------------------|------------------|-----------------------|
| Daily        | 199              | 53                    | 2                | 3                     |
| Weekly       | 88               | 24                    | 16               | 25                    |
| Monthly      | 37               | 10                    | 16               | 25                    |
| Occasionally | 46               | 12                    | 29               | 45                    |
| Not at all   | 2                | 1                     | 1                | 2                     |
| <b>Total</b> | <b>372</b>       | <b>100</b>            | <b>64</b>        | <b>100</b>            |

More than half of the students with 53% distribution indicated that they visit the library on a daily basis. Meanwhile, 24% visit the library on a weekly basis and 10% on a monthly basis. Further, only 12% occasionally visit the MAAP library and 1% not at all. The chance for a student not to visit the library is minimal, as evident from the results of the survey. Students in MAAP stay in-house during their cadetship and allow leaving the academy for a short break as per the decision of the Department of Midshipmen Affairs (DMA). They are required to stay at the library during their vacant periods daily, to avoid loitering around the school vicinities, unless under instructions or involved in school activities. It is during this period that the library is compact with students. A result of Braimoh's study (as cited in Nkosi 's study, 2012) revealed that students tended to use the library for other activities such as social gatherings, rather than to locate, access, and retrieve information.

Contrary to the frequency of visit of students in the library, the majority of the faculty respondents with 45% distribution visit the library on occasional basis. The low frequency of faculty visit became a concern during the last PACUCOA accreditation, which the library needs to address by strengthening the promotional strategies of the library for faculty.

Table 4

**Frequency of Usage of MAAP Library Resources**

| <b>Resources</b>                            | <b>Students</b> |           |                       | <b>Faculty</b> |           |                       | <b>Total</b> |           |                       |
|---------------------------------------------|-----------------|-----------|-----------------------|----------------|-----------|-----------------------|--------------|-----------|-----------------------|
|                                             | <b>Mean</b>     | <b>SD</b> | <b>VI</b>             | <b>Mean</b>    | <b>SD</b> | <b>VI</b>             | <b>Mean</b>  | <b>SD</b> | <b>VI</b>             |
| Books (Professional)                        | 3.81            | .98       | <b>Often Used</b>     | 3.88           | 1.09      | <b>Often Used</b>     | 3.85         | 1.04      | <b>Often Used</b>     |
| Books (Recreational e.g Fiction, Self-help) | 3.71            | 1.01      | <b>Often Used</b>     | 2.81           | 1.10      | <b>Sometimes Used</b> | 3.26         | 1.06      | <b>Sometimes Used</b> |
| E-journals (Infotrac 250)                   | 2.82            | 1.21      | <b>Sometimes Used</b> | 2.56           | 1.22      | <b>Sometimes Used</b> | 2.69         | 1.22      | <b>Sometimes Used</b> |
| E-books (Science direct)                    | 2.76            | 1.18      | <b>Sometimes Used</b> | 2.63           | 1.30      | <b>Sometimes Used</b> | 2.70         | 1.24      | <b>Sometimes Used</b> |
| Journals (Printed)                          | 3.17            | 1.15      | <b>Sometimes Used</b> | 2.73           | 1.10      | <b>Sometimes Used</b> | 2.95         | 1.23      | <b>Sometimes Used</b> |
| Magazines                                   | 3.42            | 1.13      | <b>Sometimes Used</b> | 2.70           | 1.22      | <b>Sometimes Used</b> | 3.06         | 1.76      | <b>Sometimes Used</b> |

|                                           |             |            |                       |             |            |                       |             |            |                       |
|-------------------------------------------|-------------|------------|-----------------------|-------------|------------|-----------------------|-------------|------------|-----------------------|
| Multimedia Collection (e.g. CDs, DVDs)    | 2.51        | 1.33       | Sometimes Used        | 2.31        | 1.22       | Seldom Used           | 2.41        | 1.28       | Seldom Used           |
| Newspaper                                 | 4.03        | 1.07       | Often Used            | 3.47        | 1.30       | Sometimes Used        | 3.75        | 1.19       | Often Used            |
| Vertical Files (Newsclippings, Pamphlets) | 3.09        | 1.17       | Sometimes Used        | 2.52        | 1.14       | Sometimes Used        | 2.81        | 1.16       | Sometimes Used        |
| <b>Grand Mean:</b>                        | <b>3.26</b> | <b>.79</b> | <b>Sometimes Used</b> | <b>2.85</b> | <b>.86</b> | <b>Sometimes Used</b> | <b>3.06</b> | <b>.83</b> | <b>Sometimes Used</b> |

**Legend:** "Never Used (1.00 – 1.50)", "Seldom Used (1.51 – 2.50)", "Sometimes Used (2.51 – 3.50)", "Often Used (3.51 – 4.50)", "Always Used (4.51 – 5.00)"

Electronic journals and e-books have minimal usage as evident from the research of Reyes (2013) regarding the usage of electronic resources in MAAP which showed that faculty never used the available electronic resources, while the students occasionally used these. The researcher found it reasonable since the online resources collection did not meet the information needs of the patrons. It could be implied that unfamiliarity is one factor of underutilized e-resources.

On the part of the faculty, only the professional books were often used by the faculty members of MAAP, followed by newspaper and recreational books with a verbal interpretation "sometimes used". Meanwhile, vertical files and e-journals are the least used with verbal interpretation of "sometimes used". Noticeably, multimedia collection like CDs and DVDs were seldom used. This shows that faculty members in MAAP are after the borrowing or usage of books only and not much of other resources. This can also be due to the lack of their time and information about the other resources.

Table 5

**Frequency of Usage of MAAP Library Services**

| Services                         | Students    |             |                   | Faculty     |            |                       | Total       |            |                       |
|----------------------------------|-------------|-------------|-------------------|-------------|------------|-----------------------|-------------|------------|-----------------------|
|                                  | Mean        | SD          | VI                | Mean        | SD         | VI                    | Mean        | SD         | VI                    |
| Circulation (Borrowing of books) | 3.64        | 1.16        | Often Used        | 3.86        | .99        | Often Used            | 3.75        | 1.08       | Often Used            |
| Internet                         | 4.43        | .88         | Often Used        | 3.25        | 1.54       | Sometimes Used        | 3.84        | 1.21       | Often Used            |
| Photocopy/ Printing /Scanning    | 4.21        | .93         | Often Used        | 2.56        | 1.28       | Sometimes Used        | 3.43        | 1.11       | Sometimes Used        |
| Research Assistance              | 3.54        | 1.17        | Often Used        | 2.92        | 1.29       | Sometimes Used        | 3.23        | 2.20       | Sometimes Used        |
| Study Room Reservation           | 3.57        | 1.23        | Often Used        | 2.53        | 1.37       | Sometimes Used        | 3.05        | 2.14       | Sometimes Used        |
| <b>Grand Mean:</b>               | <b>3.88</b> | <b>1.07</b> | <b>Often Used</b> | <b>3.02</b> | <b>.88</b> | <b>Sometimes Used</b> | <b>3.45</b> | <b>.98</b> | <b>Sometimes Used</b> |

**Legend:** "Never Used (1.00 – 1.50)", "Seldom Used (1.51 – 2.50)", "Sometimes Used (2.51 – 3.50)", "Often Used (3.51 – 4.50)", "Always Used (4.51 – 5.00)"

Table 5 shows the frequency of usage of MAAP library services. Based on the result, all MAAP library services were often used by the students, which is a good indication that they were aware of the availability of the library services and maximize its use. Internet got the highest mean among the enumerated service thus implying that it is most use by the MAAP students.

MAAP students are also heavy users of internet. It is not surprising that next to the internet service with a highest mean is printer with photocopying, scanning, and printing function. In connection with the frequent usage of internet of the students, they also frequently used printers to print their researches and other documents after using the computer and internet. On the other hand, research assistance service got the lowest result from the students. This implies that this service is not marketed effectively to the students and faculty, thus library personnel must exert more effort in extending their assistance to students' research and collaborate to the faculty in scheduling research assistance to their classes.

On the part of the faculty, book circulation service is their highest sought service which correlates to the result shown in of *Table 4: Frequency of Usage of Resources*, in which books are the most often use resource by the faculty. The other library services have a verbal interpretation of "sometimes used". This implies that faculty visits the library to borrow books and not often to avail of the other services. The least sought service by the faculty is the study room reservation. MAAP faculty, who lacks time to visit the library, only avails of the study room computers if they have class activity. It is noted in *Table 3: Frequency of Visit to the Library* that a higher percentage of the faculty visits the library occasionally, thus a higher chance not to be updated and avail of the library services aside from the usual borrowing of books needed for the whole semester.

Overall, the most sought service by the respondents is internet and the least service is the usage of study room.

Table 6

**Summary of the Respondents Assessment**

| Respondents     | Resources  |                       | Services   |                       |
|-----------------|------------|-----------------------|------------|-----------------------|
|                 | Grand Mean | Verbal Interpretation | Grand Mean | Verbal Interpretation |
| <b>Students</b> | 3.26       | Sometimes Used        | 3.88       | Often Used            |
| <b>Faculty</b>  | 2.85       | Sometimes Used        | 3.02       | Sometimes Used        |

*Legend: "Strongly Disagree (1.00 – 1.50)", "Disagree (1.51 – 2.50)", "Undecided (2.51 – 3.50)", "Agree (3.51 – 4.50)", "Strongly Agree (4.51 – 5.00)"*

Table 6 shows the grand mean of the two groups of respondents. Both students and faculty of MAAP got a verbal interpretation of "Sometimes Used" in overall results of library resources. While, students often used the library services, faculty sometimes avail it. This implies that the library should have more promotional strategies on resources and more promotion on library service for faculty.

Table 7

**Personnel Factors that Affects the Decision of the Respondents to Visit the Library**

| Personnel                                                          | Students |     |       | Faculty |     |                | Total |     |       |
|--------------------------------------------------------------------|----------|-----|-------|---------|-----|----------------|-------|-----|-------|
|                                                                    | Mean     | SD  | VI    | Mean    | SD  | VI             | Mean  | SD  | VI    |
| Are the library personnel approachable and friendly?               | 4.34     | .87 | Agree | 4.80    | .48 | Strongly Agree | 4.41  | .84 | Agree |
| Do the library personnel assist users and researchers efficiently? | 4.25     | .86 | Agree | 4.66    | .54 | Strongly Agree | 4.31  | .83 | Agree |
| Are the library personnel knowledgeable to answer your query?      | 4.39     | .77 | Agree | 4.63    | .58 | Strongly Agree | 4.42  | .75 | Agree |

Table 7 above shows that students agreed that personnel's knowledge in responding to the queries of the patrons is the highest contributing factor for them to visit the library while personnel's approachability got the highest mean for the faculty. The efficiency of the library personnel to assist the library patrons has the least rating for the students while the knowledge to answer queries is the least for the faculty. As shown from the results, students and faculty have opposite rating when it comes to expertise or knowledge of the librarians to answer queries of the patrons. This implies that students perceives that library personnel are efficient or knowledgeable to give some help in answering their queries, either it's a reference question or research, thus they visit the library. On the other hand, faculty finds that library personnel were efficient to answer queries but does not consider it much as the factor that can affect their decision to visit the library. This is evident in their busy schedule and occasional visit to the library, not like the students who comes in and out of the library daily in which they can have more time to interact with the library personnel. Efficiency to assist in the library got the lowest rating in the personnel category as per student rating. This implies that students perceived that library personnel are efficient to assist but students prefer not to seek for assistance but to do it in their own. It's either that students are hesitant to ask for assistance or confident on their own library skills.

Overall the personnel's knowledge to answer queries of the patrons is the most contributing factor that respondents decides to visit the library and the efficiency to assist in the library is the least factor that affects their decision under personnel category.

Table 8

**Location Factors that Affects the Decision of the Respondents to Visit the Library**

| Location                                                 | Mean | SD  | VI             | Mean | SD  | VI             | Mean | SD  | VI             |
|----------------------------------------------------------|------|-----|----------------|------|-----|----------------|------|-----|----------------|
| Is the place convenient in terms of physical facilities? | 4.42 | .77 | Agree          | 4.61 | .61 | Strongly Agree | 4.45 | .75 | Agree          |
| Is the reading environment helpful?                      | 4.38 | .80 | Agree          | 4.42 | .64 | Agree          | 4.38 | .78 | Agree          |
| Is the library accessible?                               | 4.55 | .70 | Strongly Agree | 4.73 | .51 | Strongly Agree | 4.58 | .68 | Strongly Agree |



Table 8 above shows that as for the location of the library, both respondents strongly agreed that accessibility is the main contributing factor that they visit the library. This implies that the location of the library in the campus is in favour for the respondents. On the other hand, both respondents agreed that the least factor under the location category is the helpfulness of the reading environment. This implies that the respondents agreed that the reading environment is helpful but not a strong factor that entice them to visit or stay at the library. Overall, accessibility is the highest contributing factor and the least factor is helpfulness of the reading environment which both transpired in the ratings of students and faculty under location category.

Table 9

**Resources' Factors that Affects the Decision of the Respondents to Visit the Library**

| Resources                                                                           | Mean | SD   | VI    | Mean | SD   | VI        | Mean | SD   | VI    |
|-------------------------------------------------------------------------------------|------|------|-------|------|------|-----------|------|------|-------|
| Do you find books easily?                                                           | 4.13 | .87  | Agree | 4.17 | .72  | Agree     | 4.13 | .85  | Agree |
| Does the number of Professional Resources adequate?                                 | 4.12 | .82  | Agree | 3.92 | .78  | Agree     | 4.09 | .82  | Agree |
| Does the number of Recreational Resources adequate? (i.e fiction, self-help)        | 4.14 | .82  | Agree | 3.84 | .84  | Agree     | 4.09 | .83  | Agree |
| Does the Professional Resources useful for research?                                | 4.24 | .81  | Agree | 4.06 | .83  | Agree     | 4.22 | .81  | Agree |
| Does the Recreational Resources useful for you personally? (i.e fiction, self-help) | 4.20 | .86  | Agree | 3.80 | .96  | Agree     | 4.14 | .89  | Agree |
| Does the multimedia (CDs and DVDs) useful for your research?                        | 3.60 | 1.22 | Agree | 3.38 | 1.20 | Undecided | 3.57 | 1.22 | Agree |
| Does the Professional Resources interesting?                                        | 3.99 | 1.00 | Agree | 4.02 | .79  | Agree     | 3.99 | .97  | Agree |
| Does the Recreational Resources interesting? (i.e.fiction, self-help books)         | 4.15 | .94  | Agree | 3.86 | .85  | Agree     | 4.10 | .93  | Agree |

Under the resources category, students agreed that they go to the library to use the professional resources for their researches. Faculty, on the other hand, agreed that the most contributing factor for them to visit the library is the easy retrieval of books for their teaching, which is helpful on their busy schedule. The least contributing factor for both respondents is the helpfulness of multimedia collection. These factors under resources are reflected in the result in *Table 5: Frequency of Usage of Resources* in which books have the highest frequency of usage by faculty and the least use is the multimedia collection. This shows that faculty only shows interest in borrowing books when visiting the library than consulting the other types of resources. It can be assumed that faculty's knowledge and awareness on the other type of resources is less thus only consults books as expected on what library has to offer.

Students agreed that they perceived that multimedia collection such as CDs and DVDs were helpful for their research but it's the least consulted among the resources of the library. Faculty, on the other hand, were undecided on the usefulness of the multimedia collection, which implies that they are not aware on the contents of the multimedia collection, thus they have not tried using even with the perception that CDs and DVDs are useful for their teachings and student learning.

This is also evident in the low frequency of usage on multimedia collections based on the ratings of the students and faculty as shown on the result of *Table 5: Frequency of Usage of Resources*. This implies that respondents have low awareness on the available multimedia collection

which can be used for their research and teachings. This shows that multimedia is not marketed to the library patrons effectively which results in the low usage.

Overall, the usage of professional resources is the main contributor for the respondents in visiting the library under the “Resources” category while usefulness of multimedia is the least contributing factor.

Table 10

**Services Factor that Affects the Decision of the Respondents to Visit the Library**

| Services                                            | Mean | SD   | VI             | Mean | SD   | VI    | Mean | SD   | VI             |
|-----------------------------------------------------|------|------|----------------|------|------|-------|------|------|----------------|
| Interested in reading newspapers?                   | 4.43 | 1.30 | Agree          | 4.06 | 1.07 | Agree | 4.37 | .92  | Agree          |
| Interested in availing coffee at the Coffee Corner? | 4.03 | 1.06 | Agree          | 3.56 | 1.31 | Agree | 3.96 | 1.31 | Agree          |
| Interested in playing board games?                  | 4.22 | .76  | Agree          | 3.25 | 1.31 | Agree | 4.07 | 1.15 | Agree          |
| Need to photocopy/print/scan at the library?        | 4.61 | .84  | Strongly Agree | 3.55 | 1.33 | Agree | 4.45 | .95  | Agree          |
| Need the study room for class activity?             | 4.47 | .70  | Agree          | 3.89 | 1.18 | Agree | 4.39 | .92  | Agree          |
| Need to use the internet?                           | 4.69 | .68  | Strongly Agree | 3.97 | 1.23 | Agree | 4.58 | .84  | Strongly Agree |

Services category on the other hand shows that students strongly agreed that they visit the library to use the internet, same result in *Table 5: Frequency of Usage of Services*, while the faculty agrees that they visit the library to read newspaper. Availing coffee at the coffee corner is the least factor that attracts students to visit the library. This is expected since there are few coffees and mugs available for them thus it is more prioritized for the faculty. As for the faculty, playing board games is the least factor for that entices them to go to the library. This is expected since they have busy schedule and they don’t have time to play board games.

The overall result shows that the respondents strongly agreed that they visit the library for the purpose of using its internet services while availing of coffee is the least purpose.

Table 11

**Summary of Respondents' Rating on the Usage of Resources and Services when Grouped According to Demographic Profile**

|           | Group by Demographic Profile | Students |           |                 | Faculty |           |                 |
|-----------|------------------------------|----------|-----------|-----------------|---------|-----------|-----------------|
|           |                              | P-value  | Decision  | Remarks         | P-value | Decision  | Remarks         |
| Resources | Age                          | .763     | Accept Ho | Not Significant | .503    | Accept Ho | Not Significant |
|           | Sex                          | .925     | Accept Ho | Not Significant | .503    | Accept Ho | Not Significant |
|           | College                      | .513     | Accept Ho | Not Significant | .290    | Accept Ho | Not Significant |
|           | Year Level                   | .000     | Reject Ho | Significant     | -       | -         | -               |
|           | Frequency of Visit           | .001     | Reject Ho | Significant     | .503    | Accept Ho | Not Significant |
| Services  | Age                          | .511     | Accept Ho | Not Significant | .491    | Accept Ho | Not Significant |
|           | Sex                          | .527     | Accept Ho | Not Significant | .351    | Accept Ho | Not Significant |
|           | Year Level                   | .301     | Accept Ho | Not Significant | -       | -         | -               |
|           | College                      | .048     | Accept Ho | Not Significant | .483    | Accept Ho | Not Significant |
|           | Frequency of Visit           | .045     | Accept Ho | Not Significant | .045    | Accept Ho | Not Significant |

Table 11 above shows the summary of overall result of each table from Table 5 to Table 22. Each type of resources and services were tested if the respondent's rating has significant difference when grouped according to demographic profile.

As shown in this summary table there is no significant difference among the resources and services when group according to demographic profiles except for when grouped per year level and frequency of visit of students. This implies that the library can determine the level of need for different types of resources and services per year level of students and their frequency of visit, thus their specific needs can address, resulting to higher rate of satisfaction.

#### IV. CONCLUSION

Both groups of respondents are inclined into technologies and prefer a diverse format of material. Most respondents were male as expected to the maritime field where male is dominant. Findings of the study show that printed resources are frequently used than the non-print resources and multimedia is the least used among all library resources. For the library services, internet, book circulation, and photocopying services were maximize, though research assistance for students and faculty study room reservation needs more promotion to increase its usage. Among the factors of why patrons visit the library, the is internet service and accessibility of the library, which has the same mean.

There is a significant difference between the ratings in professional books, e-journals, e-books, and multimedia per year level. Similarly, there is a significant difference between the ratings of books per frequency of visits in the library than by chance. On the other hand, there is no significant difference in the ratings of services when grouped according to demographic profile.

The library management may use the promotional strategy plan of this research as a basis for future library activities and promotions. To library personnel and future researchers may conduct a study on the awareness and effectiveness of the promotional strategy of the MAAP library.

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## VI. APPENDIX

### Proposed Promotional Strategy Plan for Maritime Academy of Asia and the Pacific (MAAP) Library

| Area | Objectives                                                                                                                                                                             | Strategies / Activities                                                                                                          | Persons Involved                                                                                            | Budget | Target Date   | Performance Indicator                                                                                                                              |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                                                                                                                                                                                        | Orientation videos will be uploaded to youtube / facebook to be accessible to the academic community.                            | <i>Organizer:</i><br>Librarians<br>Library Staff<br>MCLs<br><br><i>Participants:</i><br>Students<br>Faculty | None   | AY 2020-2021  | 100% the MAAP conducted ILP to educate and inform the patrons especially to navigate e-resources and online teaching mediums.                      |
|      | Include the vertical files in library orientation of students and faculty since it is least used among the references.                                                                 | <i>Organizer:</i><br>Librarians<br>Library Staff<br>MCLs<br><br><i>Participants:</i><br>Students<br>Faculty                      |                                                                                                             |        |               |                                                                                                                                                    |
|      | Include the new normal process on reserving the study room for class/computer activities on the faculty orientation since it's the least marketed services based on the survey result. | <i>Organizer:</i><br>Librarians<br>Library Staff<br><br><i>Participants:</i><br>Faculty                                          |                                                                                                             |        |               |                                                                                                                                                    |
|      |                                                                                                                                                                                        | Create an instructional video on how to use the e-journals and e-books of the library through online conference video/webinars . | <i>Organizer:</i><br>Librarians<br>Library Staff<br>MCLs<br><br><i>Participants:</i><br>Students<br>Faculty |        |               |                                                                                                                                                    |
|      |                                                                                                                                                                                        | Find/set a webinars for faculty on their teaching need.                                                                          | <i>Organizer:</i><br>Librarians<br>Library Staff<br>Library Partners<br><br><i>Participants:</i><br>Faculty | None   | A.Y.2020-2021 | 100%<br><br>Faculty needs to be expose and learn something new in line with the new normal approaches and strategies on teaching through webinars. |

|                   |                                                                                                                                   |                                                                                                                                                                                                                                           |                                                   |                               |                                           |                                                                                                                                                                                                            |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Current Awareness | To advertise the library resources and services.                                                                                  | Regular updating of Advertisement using E-bulletin:<br><br>Create infographics or video of what the library intends to publicized using the e-bulletin.<br><br>Book covers of newly acquired is presented per year level in infographics. | Librarians<br>Library Staff                       | None                          | AY.2019-2020<br><br>To update immediately | 100 %<br><br>The library needs to maximize the use of social media platforms in advertising and disseminating information especially that most people seek news and information through online these days. |
|                   |                                                                                                                                   | Regular updating of library website:<br><br>Upload info graphs, activity documentations, to publicize in the library website.                                                                                                             | Librarian in-charge of the library website        | None                          | AY.2019-2020<br><br>To update immediately |                                                                                                                                                                                                            |
|                   |                                                                                                                                   | Updating the library facebook page:<br><br>Create FAQ infograph to directly give answer / enlightens the patrons on certain question about the library and its services.                                                                  | Librarians<br>Library Staff                       | None                          | AY.2019-2020<br><br>To update immediately |                                                                                                                                                                                                            |
|                   |                                                                                                                                   | Selective Dissemination of Information : Sending latest library update, overdue notices and subject references thru email of faculty                                                                                                      | Chief Librarian                                   | None                          | AY 2019-2020<br>Per Semester              | 100%<br><br>Since face to face interaction is not allowed during these times, library needs to maximize the use emails as mode of communication and information dissemination to faculty.                  |
| Roving Librarian  | To rove around the library and reach out to the library patrons who needs help to their research as well as answer their queries. | The library personnel will have their schedule roving duty in the library to assist the library patrons.                                                                                                                                  | Librarians<br>Library staff                       | None                          | AY.2019-2020                              | . 5 %<br><br>This library services is not applicable for new normal set up, but still can be change into remote library assistance.                                                                        |
| Library Club      | Promoting the library through the library club                                                                                    | The club members, supervised by the library personnel will conduct activities connected with the library.                                                                                                                                 | Librarian<br>Library staff<br>MCLs<br>(Midshipmen | Depend s on the club activity | AY.2019-2020                              | 30% With the minimal activities due to covid, library                                                                                                                                                      |

|                                                |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                    |                                        |               |                                                                                                                                       |
|------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                                                | activities                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Incharge of the Library)                                                                                           |                                        |               | club activities has been affected. The club members can think of library activities online.                                           |
| Promotion of the Multimedia Collection         | Promote the multimedia collection                                         | <ul style="list-style-type: none"> <li>To present the multimedia collection to the Library-Faculty board (TRSB) members to assess the contents of multimedia collection.</li> <li>Video annotations to be added in the email alerts sent to the concerned faculty.</li> <li>Create infographics advertising the multimedia collection and display on e-bulletin, fb page and library website.</li> <li>Create a memorandum to Vice President of the Academics encouraging the usage of multimedia collection for the faculty's subjects.</li> </ul> | <i>Participants:</i><br>Chief Librarian<br>Textbook Reference Selection Board (TRSB) members                       | None                                   | AY.2019-2020  | 100%<br>This will be the priority to advertise among the library collection since it's the least used based on the survey results     |
| Promotion of Research Assistance Service       | To promote the online research assistance service                         | <ul style="list-style-type: none"> <li>Create a letter to the AVP for Academics regarding the Research Assistance Service of the library and the aim to give research assistance to the students through coordination with the faculty handling research classes.</li> <li>Online Research Assistance Service schedule will be coordinated to the research classes.</li> </ul>                                                                                                                                                                      | <i>Participants:</i><br>Chief Librarian<br>Librarian<br>Library Staff<br>AVP for Academics<br>Research Instructors | None                                   | AY.2019-2020  | 100%                                                                                                                                  |
| Involvement to the course syllabus development | To introduce the available resources in the library                       | Communicate and coordinate to the Dean of Academics and Instruction Development Office (IDO) for the course syllabus development.                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Participants:</i><br>Chief Librarian<br>Dean of Academics<br>Instructional Development Office (IDO) personnel.  | None                                   | AY 2020-2021  | 50%<br>This is a new in the process of the Instructional Development Office (IDO), thus needs approval from the AVP to be considered. |
| Library Space Design / Innovation              | To answer the demand of the patrons when it comes to crowded space in the | Communicate and coordinate to the top management for library space innovation.<br>Proposed a Library Space Design to the top management for assessment.                                                                                                                                                                                                                                                                                                                                                                                             | <i>Participants:</i><br>Chief Librarian<br>Top Management                                                          | Depending on the proposed space design | A.Y 2020-2021 | 30%<br>Redesigning the library infrastructures need a strong proposed plan that could                                                 |

|                       |                                                                                                                                                                                                                                                                                                            |                                                                                                    |                                                                                                                                  |                         |               |                                                                                                                                                                                                                            |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | library                                                                                                                                                                                                                                                                                                    |                                                                                                    |                                                                                                                                  |                         |               | convince the management since it includes budget.                                                                                                                                                                          |
| Linkages to Community | <p>To reach out to other schools who needs assistance in library. Schedule for library visitation.</p> <p>Continue to conduct book donation and library assistance for organizing a collection.</p> <p>Incorporate library talks during special events like book month as coordinated with the school.</p> | Communicate with other school librarians around Bataan specially the Maritime High School Library. | <p><i>Participants:</i></p> <p>Chief Librarian<br/> Librarian<br/> Library Staff<br/> MCLs (Midshipman in-Charge of Library)</p> | Varies on the activity. | A.Y.2020-2021 | <p>30%</p> <p>The library needs to consider the new normal procedures and having outreaches is not advisable during this covid period. This service will resume once it is already safe to conduct outside activities.</p> |