

INFORMATION LITERACY: PROPOSED MODULES IN LIBRARY SERVICES OF RIZAL TECHNOLOGICAL UNIVERSITY

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ABSTRACT

Librarians are no longer regarded as keepers of information but as teachers of information. The role of the librarian should be as an educator, information analyst, producer of repackaging of information, knowledge manager, consultant, adviser etc. Preparing information literacy program specifically modules in book form or lectures in PowerPoint is one of the reference services of the librarians. Information literacy has varied terms such as: user education, library instruction, bibliographic instruction, information skills and its development and competencies.

One of the objectives of this study is to assess the knowledge on library orientation and research skills of the students and how these could be enhanced by proposed Information Literacy modules in the Library Services of Rizal Technological University. This study is limited to the library experiences of 1,021 students-respondents of Rizal Technological University purposively selected from first year to fourth year level, Boni Campus for school year 2015-2016. The study used descriptive research method and researcher-made questionnaire in ascertaining the knowledge on library and research skills of the students. A library website is installed so that the information literacy module lectures in PowerPoint could be searched online or offline by the students and English 1 and Research teachers. Further, the information Literacy modules is composed of objectives, learning task/skills focus, teaching – learning experience and assessment evidence in the use of the modules on how to use general references namely, encyclopedia, dictionary, atlas, pathfinder and Internet, use of APA format, and avoid plagiarism.

The information literacy modules were evaluated with a mean of “most effective” by the students and “most effective” by stakeholders (library staff, faculty members and administration). Search Catalog shows the RTU library collections in all library units and reading centers. Special Collection is STARBOOKS (Science and Technology, Academic & Research Based Openly Oriented Kiosk Station) which could be searched offline at RTU College of Engineering and information Technology (CEIT) Library only.

Keywords: *Information Literacy, Library Services, Facilities, Resources, Collections, STARBOOKS*

INTRODUCTION

“Libraries are the key to lifelong learning. It is necessary that libraries are well supported because it play a major role in teaching more progressively and sophisticated bibliographic and

research strategies, as well as information management” (Sajona, 2014). Librarians are no longer regarded as keepers of information but as teachers of information. The role of the librarian should be as an educator, information analyst, producer of repackaging of information, knowledge manager, consultant, adviser etc. This emphasized the role of the librarian as educators and involvement in teaching students library skills and research skills.

The Association of College and Research Libraries (ARCL) defines that “an information literacy is a set of abilities that requires individuals to recognize the necessity of information and to have an ability to locate, evaluate and use effectively the information needed.” Information literacy have varied terms such as : user education (defined as an approach to teach information access to users to enable them to easily locate information through the use of searching tools and other information sources), library instruction, library and bibliographic instruction, information skills and its development and competencies. Recent development shows that libraries and librarians have motivated library users by improving their information literacy program.

Information literacy program refers to the program wherein staff, faculty, and administration of the college or university works together to increase students’ awareness of information sources, train them to critically assess the information that is gathered, instruct them on how to efficiently access information, and encourage and teach them to effectively use the information gathered. Information literacy program will serve as a motivation for students to pursue their academic requirements by giving them directions and instruction on how to use the information gathered from the library. Wittrock (1986), “the process of initiating, sustaining and directing activity strongly influences how people learn”, has supported this statement. Hence, the library has vital role in lifelong learning of the students and the teachers.

The participation of teachers, faculty, administrators and information/library professionals is very important to deliver information literacy program in several ways. According to her, the ideal way is to have it as part of the curriculum because information literacy requires sustained development through all formal educational levels, primary, secondary, and tertiary.

Therefore, there is a need for the librarian’s innovation of information literacy skills, to help the student-researchers to succeed in the use of library resources and facilities. The library has introduced varied updates in repackaging information by preparing pathfinders, harvesting websites, posting library orientation and other related activities in You tube, Facebook, emails, podcasts and other social networking medium in order to reach out to the library users. The librarian as an innovator and teacher of information literacy of varied media and technology has recently prepared modules for effective teaching-learning experiences of the students to understand better and enhance their library skills and research skills.

BACKGROUND OF THE STUDY

Rizal Technological University (RTU) is committed to develop a highly competitive and responsible human resource through the pursuit of prestigious professional, scientific, technological and special instruction and promotion of excellent research and extension services.

In 1969, the University Library started as a College Library at the Pasig Campus. In 1978, by virtue of the Presidential Decree No. 1341 – A, RTC was converted into a State College; in October 1998 into a State University (Republic Act No. 8365). Since then, the library has grown and was divided into four (4) units, namely; Dr. Josefina V. Estolas Main Library, Dr. Lydia M. Profeta Graduate Studies Library, Laboratory High School Library, and the College Library at Pasig campus. Reading Centers by college - College of Arts and Sciences (CAS), College of Education (CED), College of Business and Entrepreneurial Technology (CBET), College of Engineering and Industrial Technology (CEIT), and Institute of Physical Education (IPE) were established to accommodate more clientele. Hence, these libraries and reading centers are the components of the University Library.

This study was conducted in Rizal Technological University (RTU) Boni campus for the school year 2015-2016 with the goal of enhancing the library skills and research skills of the students through proposed Information Literacy Modules in the Library Services of RTU. The students will develop a sense of responsibility and independence in acquiring library skills through online and off site library web page.

The modules are self-tutorial and with directions on how to use the library facilities and resources, how to use the general references (dictionary, encyclopedia, and atlas), preparing or searching pathfinder online, apply the American Psychological Association (APA) format in documenting the research and how to avoid plagiarism. The modules are printed and lectures in power point can be accessed offline or online in the library website. Search Catalog shows the RTU library collections in all library units. Special Collection is STARBOOKS (Science and Technology, Academic & Research Based Openly Oriented Kiosk Station) which could be searched offline at RTU College of Engineering and information Technology (CEIT) Library only.

THEORETICAL FRAMEWORK

The study on the information literacy: proposed modules in library services of RTU are enhanced through the following theories. These theories are important in the formulation of the paradigm of the study.

According to James Burner (cited in Martin, 1985) “Conceptual Approach, states the aim of teaching any subject should enable the learner to acquire and understanding of the structure of the subject being taught”. Burner suggested three factors, in any learning situation: Nature of the

learner, Nature of the knowledge to be learned and Nature of the purpose by which the learner obtained the knowledge needed. This knowledge should be presented to the learner, not in the form of facts or minute details, but in the form of its fundamental concepts.

Bloom's Taxonomy was created in 1956 by educational psychologist Dr. Benjamin Bloom in order "to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning)". Jun 5, 1999. (Retrieved May 16, 2017, cft.vanderbilt.edu)

The Three Domains of Learning

- The committee identified three *domains* of educational activities or learning (Bloom, et al. 1956):
- Cognitive: mental skills (*knowledge*)
- Affective: growth in feelings or emotional areas (*attitude or self*)
- Psychomotor: manual or physical skills (*skills*)

The committee further explained that Domains might be thought of as categories. Instructional designers, trainers, and educators often refer to these three categories as KSA (Knowledge [cognitive], Skills [psychomotor], and Attitudes [affective]). This taxonomy of learning behaviors may be thought of as "the goals of the learning process." That is, after a learning episode, the learner should have acquired a new skill, knowledge, and/or attitude.

While the committee produced an elaborate compilation for the cognitive and affective domains, they omitted the psychomotor domain. Their explanation for this oversight was that they have little experience in teaching manual skills within the college level. However, there have been at least three psychomotor models created by other researchers.

Their compilation divides the three domains into subdivisions, starting from the simplest cognitive process or behavior to the most complex. The divisions outlined are not absolutes and there are other systems or hierarchies that have been devised, such as the Structure of Observed Learning Outcome (SOLO). However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today.

Cognitive Domain

The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major

categories of cognitive and processes, starting from the simplest to the most complex (see the [table below](#) for an in-depth coverage of each category):

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

The categories can be thought of as degrees of difficulties. That is, the first ones must normally be mastered before the next one can take place.

Bloom's Revised Taxonomy

Lorin Anderson, a former student of Bloom, and David Krathwohl revisited the cognitive domain in the mid-nineties and made some changes, with perhaps the three most prominent ones being (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, Wittrock, 2000): changing the names in the six categories from noun to verb forms rearranging them as shown in the chart below creating a processes and levels of knowledge matrix. The chart shown below compares the original taxonomy with the revised one:

Table of the Revised Cognitive Domain

ORIGINAL DOMAIN	NEW DOMAIN
Evaluation	Creating
Synthesis	Evaluating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering

This new taxonomy reflects a more active form of thinking and is perhaps more accurate.

CONCEPTUAL FRAMEWORK

As shown in the paradigm, the input includes frequency of library visit; activities done in the library and frequently used library materials.

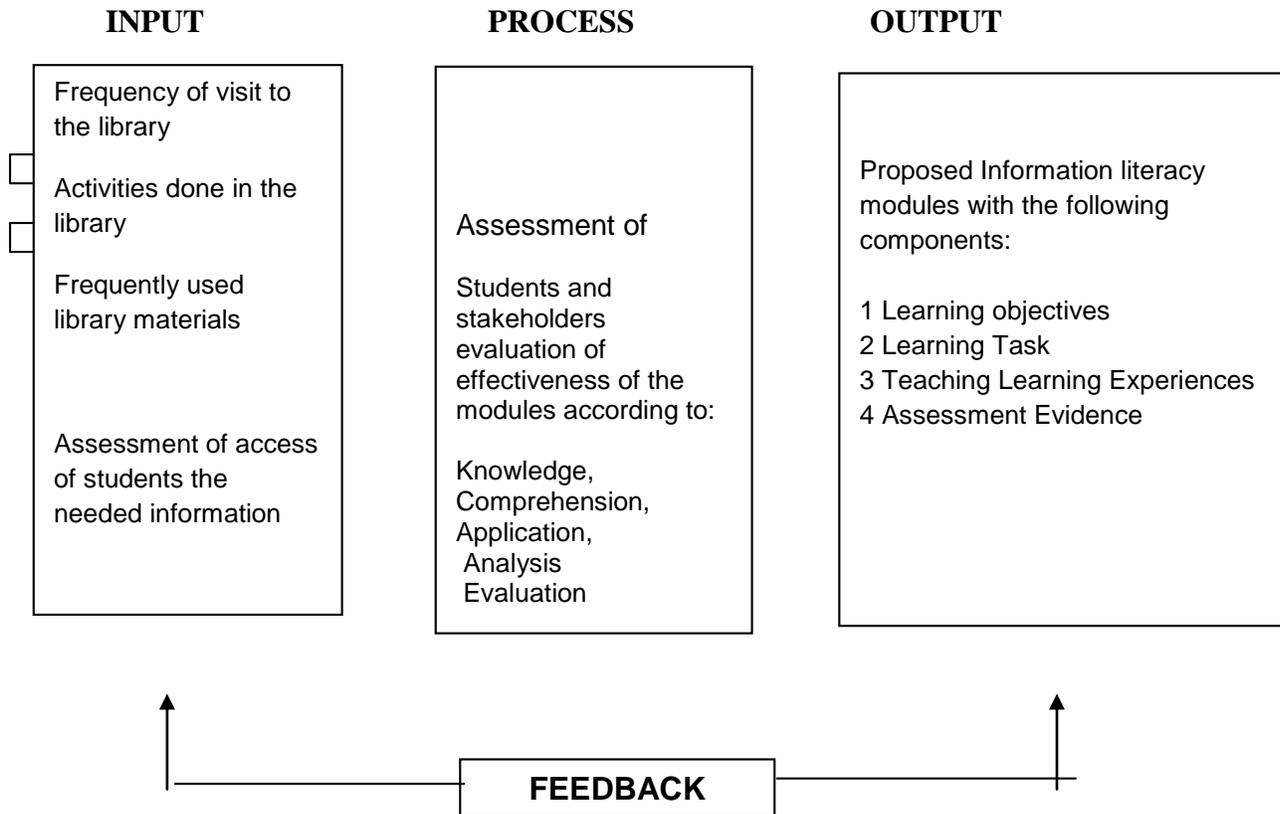


Figure 1

Input applied was frequency of visit to the library, activities done in the library, assessment of access of students the needed information, and reasons of students’ difficulty in finding information in the library. The process is the assessment of students’ and stakeholders’ (library staff, faculty and the administration) evaluation of effectiveness of the modules according to five dimensions: knowledge, comprehension, application, analysis and evaluation. The output is the Proposed Information literacy modules with the following components: Learning objectives, 2 Learning Task, 3 Teaching Learning Experiences and Assessment Evidence

STATEMENT OF THE PROBLEM

This study aimed to develop modules designed for the Library Services of Rizal Technological University in order to enhance the library and research skills of the students.

Specifically, it answers the following research questions:

1. How may the student library users respondents are described in terms of the following factors?
2. Frequency of visit to the library
3. Activities done in the library
4. Library materials frequently used in the library
5. How may the student respondents assess their access to the needed information in the library?
6. What are the reasons of the student respondents for the difficulty they encountered in finding information in the library?
7. What are the components of the Information Literacy Modules for library services?
8. How do the stakeholders (experts, faculty members, and students assess the effectiveness of the modules by the following dimensions?
 - a) knowledge
 - b) comprehension
 - c) Application
 - d) analysis and
 - e) evaluation

The proposed information literacy modules for library services of RTU comprises the following components: 1) Learning objectives, 2) Learning Task, 3) Teaching Learning Experiences and 4) Assessment Evidence.

SCOPE AND DELIMITATION OF THE STUDY

This study is limited to the library experiences of college students of Rizal Technological University, Boni Campus. This study sought to assess students' level of awareness/knowledge on library orientation, effective use of resources and facilities. There are about 1,021 students-respondents purposively selected from first year to fourth year level. One of the researchers from Management Information Center installed library website so that the information literacy modules could be searched online or offline. The proposed modules on Library Information Literacy

Services of Rizal Technological University for School Year 2015-2016 are presented in book form and lectures in power point with images for better understanding of the library resources and facilities.

The modules give directions on how to use general references namely, encyclopedia, dictionary, atlas, pathfinder and how to document research with the use of APA format, how to avoid plagiarism and how to search the Internet effectively. It has also library instruction orienting the students and faculty members about RTU library facilities, resources, and services. Search Catalog shows the RTU library collections in all library units and reading centers. Special Collection is STARBOOKS (Science and Technology, Academic & Research Based Openly Oriented Kiosk Station) which could be searched offline only at RTU College of Engineering and information Technology (CEIT) Library.

SIGNIFICANCE OF THE STUDY

The proposed Information Literacy modules will give additional knowledge to users on how to recognize, find, assess, and use information effectively, efficiently and ethically in their research.

Furthermore, this study is undertaken to elicit information and findings that can be useful to the following: Librarians, this study may serve as their guide in developing the information literacy program in their respective institutions and the school administrators. This study will help them to be aware on the implications of the library information and literacy program in developing and enhancing the research skills of the students.

English Teachers, this study will serve as tool in enhancing the lessons, which are relevant on developing library and research skills of the students. They could use the modules online or offline, thus require their students to study the information literacy modules.

Students. This study will help them enhance their library and research skills in using library resources and facilities through the information literacy modules.

Researchers. They will learn also how to use library resources effectively and efficiently because the modules could be viewed online.

DEFINITION OF TERMS

The following terms are defined operationally in this study:

American Psychological Association (APA) developed by social and behavioural scientists to standardize scientific writing.. It is widely used in psychology, education, engineering, business, and the social sciences. It uses the author-date citation system, it emphasizes year of publication, which comes immediately after the author's name.

Almanac. A book published yearly. It contains information about places, dates, names, numbers and facts on thousands of topics. It deals with a large variety of subjects from both the present & the past

Atlas. It is a collection of maps compiled into an easy-to-use format. It usually has an accompanying gazetteer, which is an alphabetical listing of place names and their pronunciations

Dictionary. It is also referred to as a lexicon, wordbook, or vocabulary, is a collection of words in one or more specific languages, often listed alphabetically, with usage information, definitions, etymologies, phonetics, pronunciations, and other information; or a book of words in one language with their equivalents in another, also known as a lexicon. [Wikipedia]

Encyclopedia or encyclopaedia is a type of reference work or compendium holding a comprehensive summary of information from either all branches of knowledge or a particular branch of knowledge.¹ Encyclopedias are divided into articles or entries, which are usually accessed alphabetically by article name. Unlike dictionary entries, which focus on linguistic information about words, encyclopedia articles focus on factual information to cover the thing or concept for which the article name stands.

Information literacy is a set of abilities that allow a person to recognize when information is needed and to effectively and efficiently act on that need.

Handbook concise ready reference source of information for a particular field of knowledge. sometimes referred to as a *vade mecum* (Latin, “go with me”) or pocket reference that is intended to be carried out at all times.

Internet is a global *network of networks*. People and organizations connect into the Internet so they can access its massive store of shared information. The Internet has greatly changed the way people use computers and communicate today. Many Internet terms have become part of people's everyday language and e-mail has added a whole new means through which people can communicate.

Library. According to Dunlap as cited by Mozon 2005, a Library is a “collection of graphic materials-books, films, disc and tape recordings, computer tapes—organized for use”.

Module. Is a standardized or self-contained segment that with other such segments constitutes an educational course or training program.

Pathfinder. It is guide to information resources on a specific topic. A subject bibliography designed to lead the user through the process of researching a specific topic, or any topic in a given field or discipline, usually in a systematic, step-by-step way, making use of the best finding tools the library has to offer. Pathfinders may be printed or available online.

Plagiarism is theft using someone's work or ideas and passing them off as your own by not giving credit to the authors is legally and ethically wrong. You could even be taken to court over it. Plagiarism comes from Latin word for kidnapping which means stealing a person; hence, it is stealing a person's ideas or writing.

REVIEW OF RELATED LITERATURE

This chapter presents the descriptions of information, information literacy and information literacy program as well as its historical background and its academic role in the information age, its characteristics, and its approaches.

Development of Information and Communication Technology (ICT)

The development of Information and Communication Technology (ICT) brought changes in the library environment. These changes include the advancement of both the conventional resources (print) and the high technology resources (electronics) as well as the attainment of information literacy and information technology skills (defined by Eisenberg, 2008) as a “basic skill set of the 21st century”) in order for the librarians to render high quality services.

The most frequently used description of information literacy is the definition adopted by the Association of College and Research Libraries (ARCL) which states that “an information literacy is a set of abilities that requires individuals to recognize the necessity of information and to have an ability to locate, evaluate and use effectively the information needed.” However, there are terms related to information literacy that a person needs to have and to understand in order to obtain a better understanding on what an information literacy really means. These terms are: user education (defined as an approach to teach information access to users to enable them to easily locate information through the use of searching tools and other information sources), library instruction, library and bibliographic instruction, information skills and its development and competencies. Information literacy is the capability or the mastery of information competencies.

Transition from bibliographic instruction to information literacy

Information literacy has evolved with the changing times, values and technology. In the past, it is called giving Bibliographic Instruction to the library users. Bibliographic instruction means educating the customers whether student, staff teacher or the public on how to use library and its services. Bibliographic instruction is synonymous to “user education,” “library orientation,” and lately, to “information literacy.

Information literacy program refers to the program wherein staff, faculty, and administration of the college or university works together to increase students' awareness of information sources, train them to critically assess the information that is gathered, instruct them

on how to efficiently access information, and encourage and teach them to effectively use the information gathered.

Students are engaged in meaningful, challenging tasks or in solving real world problems. In their academic environment specifically in their research, they are facing the problem of information explosion and information overlapping, in different types and formats. Information literacy is related to information technology skills and then because of the rapid development of information technology, information literacy is becoming more important. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve wide variety of academic, work – related, and personal goal (ACRL, 2000).

Today, it is educators and information professionals are the ones who are concerned with information literacy. The term however was the first use in 1974 by Paul Zurkowski, (Behrens 1994) he said “people trained in the application resources to their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary sources in molding information-solutions to their problems.”

In 1976 in a library symposium, Lee Burchinal stated that to be information literate requires a new set of skills. These include how to locate and use information needed for problem-solving and decision-making efficiently and effectively. (Behrens, 1994).

Since academic libraries are continually adopting high technology, not only the librarians need innovation of information literacy skills but it is also necessary for students, to succeed in their use of library resources and facilities. Today, students live and learn in a world that has been radically altered by much readily available information in a variety of format. Because of this, educators and information professionals need to change the learning process and the information search process in order for the students to produce quality products. Information literacy program will serve as a medium for change.

Some academic libraries use variety of approaches to teach information literacy. University of South Florida is a good example of university teaches information literacy in variety of setting, some of the librarians have had experience in teaching LIS 2005 as part of the curriculum, a three-credit information literacy class for the library undergraduate students. The majority librarians teach single instruction sessions and orientations for students at all levels; but the bulk involves classes for the first year students. Video was also use by Baker (2008) in improving information literacy skills of the community. The video is available at YouTube as support to distance learners. This video improves the ability of then students to find, use and evaluate information. This is only for researchers but it can also be good model and resource for teachers and librarians who teach information literacy classes.

Online ILP tutorials are helpful in many ways to students, faculty and librarians. However, they are also criticized for being tedious and text-heavy (Vander Meer, 2000); presented as stand-alone lessons, disconnected from courses or assignments (Dewald...et al., 1999) lacking sufficient interactivity to create adequate active e learning experiences; and communicating an academic research process that is not relevant to students' expectations (Veldof & Beavers, 2001).

One successful method of developing information literacy skills is through resource-based learning which involves having students assume more responsibility for locating the very materials from which to learn. This approach develops lifelong learning skills because students are learning from the same sources which they will come to use in their daily lives such as books, newspapers, televisions, databases, government documents, subject matter experts, and others (ALA 1989). Moreover, resource-based learning provides an added advantage (i.e. it allows students to choose materials that match their academic levels and preferred learning styles thus individualizing the learning process for the individual students.

Learning modules

The library has a responsibility to educate every library user about the function and its services. It is the responsibility of the school in collaboration with the library to teach students how to learn, how to use the library with purpose and develop their library skill and research skill. Ducusin (2012) conducted a study on library Information literacy instruction program for grade school students of Immaculate Conception Academy, San Juan City. Her study is centered on determining the library skills gap of students using gap analysis. Knowing the gap, library information literacy program can be designed to teach library skills to the student.

To sustain the felt need in schools for effective library instruction for grade school students, Sajona (2011) study is about development of an enhanced skill-based library instruction program for St. Mary's Academy-Pasay High School Department have been introduced and used for instructing all sections of the grade school in order to develop their library and research skills. . Marquez (2011) proposed information literacy program (ILP) for Seventh Day Adventist Academic Libraries in the Province of Cavite. Her study included the assessment of availability of materials/facilities to be used in ILP, the availability of IL related program, the level of competencies of academic library personnel. The proposed information literacy program could be viewed online by the students.

21st century information and technology competencies and skills for lifelong learning

Reitz (2002) defined information literacy as the ability or skill at finding the information one needs, including an understanding of how libraries are organized, familiarity with the resources they provide (including information formats and automated search tools), and knowledge of commonly used research techniques. The concept also includes the skills required to critically

evaluate information content, and an understanding of the technological infrastructure on which information transmission is based, including its social, political, and cultural context and impact. Library and information literacy is more than just teaching students how to use the library; its goal is to develop 21st century information and technology competencies and skills for lifelong learning.

Mallari (2008) pointed out that today's students need to be taught how to use the new media to find, retrieve, evaluate and process information. This fact became obvious in the earliest stages of the development of an educational framework designed to promote information literacy. It was also noted that inexperienced users need to acquire the skills that will enable them to make use of information in the context of the education system, in order to cope with contemporary learning challenges. Information literacy program reinforces the education process. In age when the education framework is broadening and students are required to explore a diversity of sources of information to enrich their knowledge, the information literacy program developed by institutions are proving to be invaluable aid.

In the study of Marquez (2011) she cited that "According to Jacobson and Mark (2000), instruction is most effective when offered in context with the content-based courses and assignments. Academic libraries have incorporated meaningful learning experiences into information literacy courses in a variety of ways. Montana State University College of Technology's Information Literacy course requires students to investigate a personal problem using information gathered throughout the course. (Kaip, 2001)/ University of Oregon's LIB 101 course uses a "scenario-based approach" by building assignments around research situations familiar to undergraduate students (Frantz, 2002).

Some educational institutions go beyond the stand-alone information literacy course by integrating Information Literacy Instruction into the overall curriculum. An across-the-curriculum approach is favored because it ties information literacy into all students' experiences (Orr, Appleton, & Wallin, 2001). This model requires collaboration among the library, other academic departments, and administration to meet the common goal of teaching information literacy skills."

Collaboration with students and teachers

Sayson(1996) in her study of media instruction program aimed to provide the students with an adequate and varied knowledge of the theory of the mass media and instruct them on the use of these for the purpose of enriching their personal development. Through the program, students will receive information, acquired varied experiences and develop better attitudes and values.

Rader (2002) stated that "during the twentieth century and at the beginning of the twenty-first century, academic and school librarians developed the concept of information skills instruction from library orientation to course integrated user instruction. Librarians developed

teaching materials, guides, teaching methods, library skills test web based tutorials and other online teaching modules”.

Franklin and Stephens (2008) stated that “through teaching partnerships, and collaborative lessons planning, the library media specialist and the classroom teacher become a team and the students understand that the library media center is a place for enjoyable learning”.

According to Thomas (1999) “information literacy and information skills instruction must be given by the library practitioners and school library educators”. Thus, educational institution should give information literacy to the students and the faculty members.

Schools offering library and information science have included information literacy in the curriculum as a separate subject. Polytechnic University of the Philippines has included Information Literacy as one of its major subject in Master in Library and Information Science (MLIS) program. The Commission on Higher Education (CHED) issued memorandum to include Information Literacy subject in the course Bachelor of Library and Information Science (BLIS).

Libraries are the key to lifelong learning and an educated citizenry. Librarians are no longer regarded as keepers of information but as teachers of information. The role of the librarians is to serve as link between the teachers and students in teaching or enhancing library and research skills.

Library instruction, user education, bibliographic instruction and information literacy are all terms related when discussing instruction of library user. Clyde (2004) mapped out terms that would describe library instructions, including library tours, library orientation, bibliographic instruction, library instruction, library research course, user training, library skills instruction, user education, library costumer education, end user education, information skills instruction, information literacy education, research instruction, among others.

In view of these, the researchers proposed information literacy modules to the library services of Rizal Technological University in order to enhance the research and library skills of the students.

METHODOLOGY

This chapter deals with the method of research used, the population and sample size, the description of the respondents, the instrument used, and the validation of the instrument, the gathering of data and the statistical treatment of data.

Research Method

The study used descriptive research method in the development of proposed information literacy modules for RTU library. According to Birion and De Jose (2005) descriptive method is conducted to describe systematically a situation or area of interest factually and accurately. It describes existing situation or current condition, practice or any phenomena.

A descriptive survey was appropriate in this study because findings of the study describe the student- respondents' who are using the library

Population Frame, Sampling Scheme and Description of the Respondents

This study was being conducted at Rizal Technological University- Boni Campus during the school year 2015-2016. The respondents of the study are students who have experiences in using the library.

Purposive sampling is used in choosing the sample that represents the primary users of libraries in RTU Boni campus. The samples were students-respondents of the researchers 'who are purposively selected according to year level from first year to fourth year students of the researchers. The researcher-made questionnaires are personally distributed to the students. The samples chosen were thought to have knowledge on using the library.

There were 1,021 student-respondents who represented the population at RTU Boni campus by year level, gender and per course during the School Year 2015-2016 as shown on Table 1.

Table 1: Percentage Distribution of Respondents by Year Level, Gender and Course

Profile Variable	CAS	CBET	CEIT	Total
Gender				
Male	4	96	347	447
Female	<u>53</u>	<u>291</u>	<u>230</u>	<u>574</u>
Total	57	387	577	1021
Year Level				
1st Year	57	198	173	428

2nd year	0	189	329	518
3rd year	0	0	37	37
4th year	0	0	38	38
Total	57	387	577	1021

Out of 1,021 students-respondents majority are females 574 while male has 447. Sophomores are the majority of the respondents with 518, freshmen 428 followed by fourth year students 38 and third year students with 37. Table 1.1 showed majority are CEIT students 577 followed by CBET with 387 and CAS 57.

Instrument Used

The researchers used a researcher-made questionnaire as main tool in gathering data. Other data gathered from books, journals, and unpublished works were used and adopted to ensure the quality and accuracy of the proposed information literacy modules that will enhance information literacy skill of students, faculty, and the library staff.

The questionnaire has four parts namely: (I) Profile of Students according to year level, sex and course; (II) Library Utilization and (III) Library orientation based on library experiences of the respondents and (IV) evaluation of the information literacy modules.

Data Gathering Procedures

In the construction of the researcher-made questionnaire, the researchers sought the expertise of the librarians and the teachers in English 1 subject and follow their suggestions for improvement and enhancement of the instrument. The researchers made formal letter (see Appendix 1) addressed to the Dean of College of Arts and Sciences. The questionnaires were distributed to the freshmen student-respondents of the researchers.

The administration of the survey questionnaire were given personally by the researchers to the student respondents, thus retrieval is facilitated right after answering the questionnaire followed by interview per class regarding their comments/suggestions on the improvements or enhancement of the questionnaire.

The information literacy modules were lectured in PowerPoint. After the presentation of the modules the students-respondents evaluated its usefulness.

Statistical Treatment of Data

After data gathering, the data used were tabulated and analyzed in accordance with the objectives of the study. The data gathered from the respondents were checked, tallied, tabulated, encoded and interpreted by item category.

Responses to the items were weighted using the following statistical tools.

Percentage formula

$$\% = \frac{f}{n} \times 100$$

Where % = percent

f = frequency

n = number of respondent

Weighted Mean Formula :

$$X = \frac{\sum (f l x l)}{N}$$

Where

X = mean

Σ = the sum of

f l = frequency

x l = the score in the distribution

N = total number of respondents

Table 2: Frequency and Distribution of Library Visit by the Respondents

LIBRARY USE	TOTAL		
	Frequency	%	
How often do you visit and use the library?	Daily	30	3.52
	Once a Week	150	3.52
	Once or Twice a Month	36	4.22
	When needed	410	48.07

The results on Table 2 showed frequency of visit of students and their utilization of library materials/resources. Majority of the respondents (48% or 410 students) visit and use the library when needed and once a week or more with (3.52% or 150) responses.

Table 3 illustrates the activities done in the library of the student respondents

Table 3: Frequency and Distribution of Library Activities Done By the Respondents

Activities Done in the Library	f	%
Doing assignment	455	53.34
Reading books	302	35.40
Reading magazines/newspapers	78	8.56
Doing research work	311	36.46
Surfing the Internet	89	10.43
Others	9	1.06

The results on Table 3 showed that they are visiting the library to do assignment (455 or 53.34%), doing research work (311 or 36.46%) and reading books 302 or 35.40%).

Reflected on Table 4 the mostly utilized library resources are reference books (45.01% or 384); Textbooks 42.445% or 362); foreign authored books (11.06% or 99) and Filipiniana books (10.01% or 85) followed by electronic resources, fiction, periodical and pamphlets.

Table 4: Frequency and Distribution of Utilization of Library Resources

Utilization of Library Resources	f	%
Reference book	384	45.01
Textbooks	362	42.44
Pamphlets	46	5.37

Fiction	63	7.38
Periodicals	60	7.03
Electronic resources	81	9.50
Foreign authored books	99	11.06
Filipiniana books	85	10.01

On Table 5, Students responded No (520 or 60.96), that there are times they did not find the information in the library. Some students also answered Sometimes with 46.07% or 393 and followed by Yes, with 14.89% or 127.

Table 5: Percentage Distribution on Find Needed Information

Find Needed Information	f	%
Yes	127	14.89
Sometimes	393	46.07
No	520	60.96

Majority of the students responded, they do not know where to find the books with 1.85% or 16 and books are not available in the library with 0.70% or 6.

Table 6 : Percentage Distribution for Reasons for not finding information in the library.

Reasons	f	%
I don't know where to find them	16	1.85
Books are not available in the library	6	0.70
I don't know how to use the card catalog	0	0

I have no knowledge on the proper location of the books on the shelves	1	0.12
I am not aware of the indexes available in the library	3	0.35

The results on Table 8 show the importance of developing research skills with helpful (47.36% or 277), very important (28.60% or 244), essential (10.32% or 88). Only 2 or 0.23% responded not important.

Table 9 illustrates the benefits of library orientation as follows : It gives information useful to research work (37,65% or 316), it gives the students adequate understanding of library facilities and resources (36.46 or 311), provides related materials (29.43% or 251).

Table 7 : Percentage Distribution of What had Learned from the Library

Learned from the Library	f	%
Locating books	183	21.45
Knowing the classification	131	15.36
Using the general reference sources	301	35.29
Surfing the Internet for research work	204	23.92
Identifying parts of the book	134	15.71
Reading articles from serials	111	13.01
Knowing the electronic or online resources	87	10.20

Table 7 shows what the students had learned from the library as follows: using general references sources (35.29% or 301), surfing the internet for research work (23.92% or 204), locating books (21.45% or 183), identifying parts of the book (15.71% or 134), knowing the classification (15.36% or 131), reading articles from serials (13.01% or 111), and (10.20% or 87).

Table 8: Percentage Distribution of Importance in Developing Research Skills

Importance in developing research skills	f	%
Essential	88	10.32
Very important	244	28.60
Helpful	277	47.36
Not important	2	0.23

Table 9 : Percentage Distribution of Benefits of Library Orientation

Benefits of Library Orientation	f	%
It gives adequate understanding of resources and facilities	311	36.46
It provides related materials in academic	251	29.43
It gives information useful to research work	316	37.65
It develops and improves research skills	22	2.58

Table 10 shows the level of difficulty of using library information resources.

Table 10: Ranking of Level of difficulty in Using Library Information Resources

LEVEL OF DIFFICULTY	1	2	3	4	T	Rank
Card Catalog	92	294	138	24	548	3
Parts of the book	205	251	93	7	556	1

References Sources	124	297	112	12	545	5
Classification of books	112	280	122	16	530	7
Use of dictionary	202	241	91	16	550	2
Use of Encyclopedia	139	266	118	23	546	4
Periodicals (Journals/Magazines)	158	244	119	14	535	6
Basic Internet Searching	280	178	48	21	527	8
Web sources	237	206	61	22	526	9

It could be gleaned from Table 10, the students find difficulty from information literacy resources as follows: Rank 1- parts of the book, rank 2 application on using the dictionary, rank 3 card catalog, followed by encyclopedia rank 4, references sources rank 5, use of periodicals Rank 6, classification of books, basic internet searching and searching web resources.

Tables 11 and 12 show the students-respondents and the stakeholders (library staff, faculty members and the administration) evaluation of the effectiveness of information literacy modules. The modules are rated as follows:

ME – Most Effective

E – Effective

NE – Neither Effective

NSE – Not so Effective

LE – Less Effective

The findings show on Table 11 shows that students-respondents from the College of Arts and Sciences (CAS); College of Business and Entrepreneurial Technology (CBET) and College of Engineering and Industrial Technology (CEIT) evaluated the level of effectiveness of the information literacy modules as “most effective”.

The result on Table 12 reveals the stakeholders (library staff, faculty members and administration) assessed the information literacy modules as “most effective”.

The results imply that the information literacy modules are important tool in enhancing the library skills and research skills of the students.

Table 11
Level of Effectiveness of Modules by the Students

Level of Effectiveness of Modules	CAS		CBET		CEBT		TOTAL	
	MEAN	VI	MEAN	VI	MEAN	VI	MEAN	VI
I. Knowledge								
1. The module gives information about library instruction on library facilities and resources?	1.86	ME	1.40	ME	1.80	ME	1.69	ME
2. The module discusses the different general reference books namely encyclopedia, dictionary, and atlas.	1.73	ME	1.60	ME	1.89	ME	1.74	ME
3. The module familiarize the orients on how to search pathfinder online.	1.24	ME	1.51	ME	1.96	ME	1.57	ME
4. The module instructs the orients on how to search internet effectively.	1.24	ME	1.38	ME	1.88	ME	1.50	ME
5. The module teaches us how to use APA style in documenting research.	1.24	ME	1.45	ME	1.69	ME	1.46	ME
6. The module informs us the library rules and regulations.	1.24	ME	1.49	ME	1.81	ME	1.51	ME
7. The module makes us responsible person by avoiding plagiarism.	1.24	ME	1.62	ME	1.70	ME	1.52	ME
8. The module orients the students on the card catalog averaged of books in the shelves.	1.24	ME	1.54	ME	1.75	ME	1.51	ME
II. Comprehension								
9. The module questions are easy to understand	1.24	ME	1.45	ME	1.89	ME	1.53	SA
10. The module guides students to research effectively.	1.24	ME	1.49	ME	1.96	ME	1.56	SA
11. The module relates one module to another module	1.24	ME	1.51	ME	1.88	ME	1.54	SA
III. Applications								
12. The module develops the student accuracy in searching for information.	1.24	ME	1.60	ME	1.75	ME	1.53	ME

13. The module helps the student relate one topic of information to another.	4.54	ME	4.75	ME	4.00	ME
14. The module develops the student research skills.	4.54	ME	4.75	ME	4.00	ME
15. The module develops the student library skills.	4.54	ME	4.75	ME	4.00	ME
IV. Analysis						
16. The module allows the student to develop critical thinking.	4.54	ME	4.75	ME	4.50	ME
17. The module improves the students skills to be accurate, resourceful, organize and patience.	4.54	ME	4.75	ME	4.00	ME
IV. Evaluation						
18. The module develops the student ability to take the test with ease.	4.54	ME	4.75	ME	4.50	ME
19. The module gives the student to review what have learned from the lessons in power point.	4.54	ME	4.75	ME	4.00	ME
20. The module develops student confidence in learning the lectures in learning the lectures in power point.	4.54	ME	4.75	ME	4.50	ME
21. The module tests the student knowledge about information literacy progress of the library.	4.54	ME	4.75	ME	4.00	ME

Legend

ME - MOST EFFECTIVE

E - EFFECTIVE

NE - NEITHER EFFECTIVE

NSE - NOT SO EFFECTIVE

LE - LESS EFFECTIVE

Table 12:

Level of Effectiveness of Modules by Stakeholders

Level of Effectiveness of Modules	LIB_STAFF - 13		FACULTY - 20		ADMIN - 10	
	MEAN	VI	MEAN	VI	MEAN	VI
I. Knowledge						
1. The module gives information about library instruction on library facilities and resources?	4.54	ME	4.75	ME	4.00	ME
2. The module discusses the different general reference books namely encyclopedia, dictionary, and atlas.	4.54	ME	4.75	ME	4.00	ME
3. The module familiarize the students on how to search pathfinder online.	4.54	ME	4.75	ME	4.00	ME
4. The module instructs the students on how to search internet effectively.	4.54	ME	4.75	ME	4.00	ME
5. The module teaches us how to use APA style in documenting research.	4.54	ME	4.75	ME	4.00	ME
6. The module informs the students on library rules and regulations.	4.54	ME	4.75	ME	4.00	ME
7. The module makes the students responsible person by avoiding plagiarism.	4.54	ME	4.75	ME	4.00	ME
8. The module orients the students on the card catalog averaged of books in the shelves.	4.54	ME	4.75	ME	4.00	ME
II. Comprehension						

9. The module questions are easy to understand	4.54	ME	4.75	ME	4.50	ME
10. The module guides students to research effectively.	4.54	ME	4.75	ME	4.50	ME
11. The module relates one module to another module	4.54	ME	4.75	ME	4.50	ME
III. Applications						
12. The module develops the student accuracy in searching for information.	4.54	ME	4.75	ME	4.00	ME
13. The module helps the student relate one topic of information to another.	4.54	ME	4.75	ME	4.00	ME
14. The module develops the student research skills.	4.54	ME	4.75	ME	4.00	ME
15. The module develops the student library skills.	4.54	ME	4.75	ME	4.00	ME
IV. Analysis						
16. The module allows the student to develop critical thinking.	4.54	ME	4.75	ME	4.50	ME
17. The module improves the students skills to be accurate, resourceful, organize and patience.	4.54	ME	4.75	ME	4.00	ME
IV. Evaluation						
18. The module develops the student ability to take the test with ease.	4.54	ME	4.75	ME	4.50	ME
19. The module gives the student to review what have learned from the lessons in power point.	4.54	ME	4.75	ME	4.00	ME
20. The module develops student confidence in learning the lectures in learning the lectures in power point.	4.54	ME	4.75	ME	4.50	ME

21. The module tests the student knowledge about information literacy progress of the library.	4.54	ME	4.75	ME	4.00	ME
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Legend

ME - MOST EFFECTIVE

E - EFFECTIVE

NE - NEITHER
EFFECTIVE

NSE - NOT SO
EFFECTIVE

LE - LESS EFFECTIVE

SUMMARY OF FINDINGS

Based on the results and discussion, the following summary of findings is drawn:

1. Out of 1,021 students-respondents majority are females 574 while male has 447. Majority are CEIT students 577 followed by CBET with 387 and CAS 57.

There are 48% or 410 students who visited and used the library when needed.

They are visiting the library to do assignment 455 or 53.34%, doing research work 311 or 36.46% and reading books 302 or 35.40%. The library users' respondents used the library facilities and resources as follows: the mostly utilized library resources are reference books 45.01% or 384; textbooks 42.45% or 362; foreign authored books 11.06% or 99 and Filipiniana books 10.01% or 85. Students responded that there are times they did not find the information in the library 520 or 60.96% and there are students also answered sometimes with 46.07% or 393 because they did not know where the books are located. They had learned general reference sources 35.29% or 30, surfing the internet for research work 23.92% or 204, and locating books 21.45% or 183.

2. The library users responded the importance of developing research skills helpful 47.36% or 277. The students responded that they benefited from library orientation as follows: It gives information useful to research work 37,65% or 316, it gives adequate understanding of library facilities and resources 36.46% or 311, provides related materials 29.43% or 251. The students find difficulty from information literacy resources as follows: Rank 1 identifying parts of the book, rank 2 using the dictionary, rank 3 searching the card catalog, and using encyclopedia rank 4. The students also find

- difficulty from information literacy resources as follows: rank 1-identifying parts of the book, rank 2-using the dictionary, rank 3 search the card catalog and rank 4 using encyclopedia.
3. The students-respondents give suggestions as follows: to improve their library and research skills; give more library activities, conduct library orientation in the library or in the classroom, give examples of library resources, put library orientation and related topics on library web page, give lessons on APA research format and how to avoid plagiarism, present library resources and facilities in power point, and give lessons on encyclopedia, atlas, dictionary, handbook, etc.
 4. The researchers presented in power point the Information Literacy modules on RTU library orientation, how to use the dictionary, encyclopedia, atlas and pathfinder, search the Internet, follow rules on APA format, and how to avoid plagiarism. After the presentation, questionnaires were distributed to the students to evaluate the information literacy modules.
 5. The respondents' evaluation on Information literacy modules got an overall mean of "strongly agree" on library orientation, module on encyclopedia, atlas, module dictionary, almanac, internet, pathfinder, module on APA format, and plagiarism. This means that the information literacy modules are useful to enhance or improve the library skills and research skills of the students.

RECOMMENDATIONS

From the conclusions, the following recommendations:

1. The library should promote library facilities, resources and activities through social networking medium such as email, Facebook, podcasts, etc in order to motivate the clients to come and research at the library.
2. It is recommended that there should be a continuous collaboration with the library staff, faculty members and the administration to enhance the library and research skills of the clients.
3. The library in cooperation with the students repackaging information such as preparing pathfinder, web harvesting, etc in order to facilitate research work of the students and the faculty members.
4. The administration should support the information literacy program of the library by providing budget to increase library collections such as print and non-print resources, electronic resources and professional journals per course.

5. The library should continue find ways and means to reach out to the clients to encourage them to come to the library by repackaging information.
6. The library should be continuously member of library consortium, associations, and library networking system.
7. The library staff should continuously update themselves by attending, fora, seminars, trainings, etc. to improve and enhance library services

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