

Graduate school library user education rendered at the University of La Salette, Inc.: Basis for strengthening Library Education

Levita S. Pasion, RL, MLIS
University of La Salette, Inc., Santiago City, Philippines
Corresponding Author e-mail: icoraptor17@yahoo.com

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Abstract

Aim: This study assessed the extent of library user education rendered by the University of La Salette Graduate School Library and examined users' perceptions of its adequacy in supporting graduate students' research skills, effective resource utilization, and overall satisfaction. It further aimed to generate evidence-based actions to strengthen library user education services.

Methodology: The study employed a descriptive–survey research design with an action research component. Respondents consisted of 30 graduate students and 20 faculty members selected through purposive sampling. Data were gathered using a researcher-developed questionnaire validated by three experts in library and information science. Seven components of library user education—reference services, bibliographic services, circulation services, interlibrary loan services, document delivery services, acquisitions, and classification and cataloging—were assessed using a five-point Likert scale. Descriptive statistics, including frequency counts, percentages, and weighted means, were utilized for data analysis.

Results: Findings revealed that all components of library user education were rated to a great extent, with composite weighted means ranging from 3.96 to 4.30. Reference services, circulation services, acquisitions, and interlibrary loan services obtained the highest ratings, indicating strong support for graduate-level learning and research. Document delivery services, although positively rated, registered comparatively lower mean scores, suggesting areas for improvement addressed through the action research component.

Conclusion: The study concludes that the University of La Salette Graduate School Library provides comprehensive and user-centered library user education services that effectively support graduate students' academic and research needs. The integration of action research proved valuable in identifying service strengths and areas for enhancement, underscoring the importance of continuous, evidence-based improvement to sustain service quality and relevance.

Keywords: *library user education, graduate students, research skills, library services, academic satisfaction*

INTRODUCTION

Libraries remain central to higher education, serving as hubs for academic inquiry, knowledge acquisition, and the development of research competencies among students (Bueno, 2023; Absolor, Ferrer, & Binay-an, 2022). In graduate education, where learners are expected to engage with advanced scholarly materials and conduct independent research, the effectiveness of library services significantly influences academic success, research productivity, and overall learning outcomes (Gunarathna, 2024; Lasig & Collantes, 2022). Among these services, library user education plays a critical role in equipping graduate students with the skills necessary to locate, access, evaluate, and utilize information resources efficiently across both physical and digital environments (Oseghale, 2023; Horban & Gaisynuik, 2023).

The ongoing digital transformation of higher education has expanded the scope of library user education beyond traditional bibliographic instruction to encompass digital information literacy, electronic database utilization, and competency in online research tools (Bygstad, Øvrelid, Ludvigsen, & Dæhlen, 2022; Azib, Abu, Rafie, & Tokiran,



2025). Studies have indicated that students' capacity to maximize these resources is closely associated with technological proficiency and familiarity with digital platforms, factors that ultimately shape perceptions of service quality and satisfaction with library services (Popoola & Olajide, 2021; Khan, Rafi, & Zhang, 2023). Conversely, insufficient user education has been linked to library anxiety, limited resource utilization, and reduced research productivity among graduate learners (Ashiq & Warraich, 2022).

Globally, several investigations have examined user satisfaction and library service effectiveness across diverse academic settings. Evidence from Nigeria demonstrated that digital information literacy significantly influenced graduate students' electronic resource usage, highlighting the importance of structured instructional programs (Oseghale, 2023; Agina-Obu & Oyinkepreye, 2023). Comparable findings were reported in Bangladesh, Tanzania, and the Philippines, where service quality, modernization initiatives, and accessibility were positively associated with user satisfaction and research engagement (Alam & Mezbah-ul-Islam, 2023; Kaishe-Mulungu, Angelo, & Lwehabura, 2025; Lasig & Collantes, 2022). Collectively, these studies underscore the role of user education as a mechanism for enhancing research capability and academic performance among graduate students.

Despite these scholarly contributions, existing literature has predominantly concentrated on large universities, general academic library services, or undergraduate populations. Empirical studies that specifically examine graduate school library user education within private higher education institutions, particularly in localized Philippine contexts, remain limited. Moreover, previous research has seldom provided detailed descriptions of how user education programs are operationalized in terms of instructional approaches, delivery frequency, and content scope, nor has it sufficiently explored their alignment with graduate students' research demands. This gap is significant because graduate learners constitute a specialized academic cohort requiring targeted instructional support to effectively navigate increasingly complex hybrid information environments.

In response to this gap, the present study offers a context-specific examination of graduate school library user education at the University of La Salette, Inc. The study contributes to the literature by generating localized empirical evidence on instructional practices within a private graduate school library setting and by linking user education delivery characteristics with graduate students' research support needs. Such insights may inform institutional decision-making, service enhancement strategies, and broader discussions on the responsiveness of academic libraries in regional higher education environments. Accordingly, this study aims to assess the extent of Graduate School Library user education rendered by the University of La Salette, Inc.

Review of Related Literature

Graduate school libraries play a vital role in supporting advanced scholarship and research-intensive learning environments. Within these settings, library user education has been recognized as a fundamental service that equips graduate students with the competencies required to locate, evaluate, and effectively utilize scholarly information resources. User education initiatives typically encompass both traditional bibliographic instruction and digital information literacy training, reflecting the evolving demands of technologically mediated academic environments (Bueno, 2023; Absolor, Ferrer, & Binay-an, 2022; Oseghale, 2023; Horban & Gaisynuik, 2023; Bygstad, Øvrelid, Ludvigsen, & Dæhlen, 2022).

The dynamic nature of higher education has prompted libraries to continuously adapt their services and instructional approaches to remain responsive to emerging teaching and research requirements. Increasing reliance on online information sources, the expansion of hybrid learning modalities, and heightened expectations for demonstrable institutional value have intensified the need for innovative user education strategies (Panhilason, 2024). In response, libraries have implemented enhanced instructional models and outreach initiatives aimed at strengthening engagement, improving service visibility, and facilitating access to relevant academic resources. In the Philippine context, professional organizations such as the Philippine Librarians Association, Inc. advocate outcomes-based library programs and outreach activities to reinforce the relevance and quality of library services within contemporary academic institutions.

Digital literacy has emerged as a central component of effective library user education. Empirical evidence indicates that graduate students possessing strong digital information literacy skills demonstrate greater utilization of electronic resources and improved research engagement (Oseghale, 2023). The digital transformation of higher education has further repositioned libraries as integrated physical and virtual learning environments, necessitating structured training in database navigation, online research methodologies, and critical evaluation of digital information (Bygstad et al., 2022). Conversely, inadequate technological competence has been associated with library anxiety and reduced resource utilization, highlighting the importance of comprehensive instructional support that integrates both technical and cognitive skill development (Popoola & Olajide, 2021).



Service quality and accessibility have likewise been identified as key determinants of user satisfaction within academic libraries. Studies conducted across diverse international contexts consistently demonstrate that responsive services, availability of digital resources, and instructional assistance contribute to improved student efficiency and academic outcomes (Agina-Obu & Oyinkepreye, 2023; Alam & Mezbah-ul-Islam, 2023; Khan, Rafi, & Zhang, 2023). Evidence from Tanzania further indicated that satisfaction with library services was significantly associated with the adequacy of instructional programs and access to necessary resources (Kaishe-Mulungu, Angelo, & Lwehabura, 2025). Within the Philippine setting, utilization of library services was observed to positively influence academic performance among teacher education students, reinforcing the role of user education in promoting meaningful learning experiences (Lasig & Collantes, 2022).

The evolving professional landscape of academic librarianship also contributes to the expanding scope of graduate library user education. Emerging services such as data librarianship provide specialized support for research data management, organization, and utilization, thereby enhancing methodological rigor and research productivity among graduate students (Ashiq & Warraich, 2022). Complementing this perspective, studies have emphasized that the integration of physical and digital library infrastructures necessitates user education programs that incorporate resource navigation, database operation, and digital literacy competencies to optimize research effectiveness (Gunarathna, 2024). Furthermore, graduate student satisfaction with library services has been shown to be strongly influenced by the quality and comprehensiveness of instructional programs, underscoring the importance of formalized and sustained user education initiatives (Bueno, 2023).

Despite the documented benefits of library user education, several challenges persist. Limited computer literacy, apprehension toward library use, and rapidly evolving digital environments continue to constrain effective resource utilization among students (Popoola & Olajide, 2021). Additionally, librarians are required to continuously update instructional competencies to address emerging technological developments and shifting learner expectations (Horban & Gaisyniuk, 2023). Flexible pedagogical approaches that integrate technical instruction with critical information evaluation have therefore been recommended to support sustainable user education delivery (Bygstad et al., 2022).

Within the Philippine graduate education landscape, libraries are increasingly adopting hybrid service models that integrate digital platforms with traditional collections (Lasig & Collantes, 2022). However, systematic examinations of graduate school library user education practices remain limited, particularly regarding instructional frequency, delivery approaches, and service scope. These dimensions are essential indicators for understanding how user education contributes to graduate students' research capability, resource utilization, and service satisfaction (Bueno, 2023; Khan et al., 2023). Consequently, assessing existing user education practices provides an evidence-based foundation for guiding service enhancement initiatives, strengthening graduate academic development, and ensuring the responsiveness of graduate school libraries to evolving research demands.

Furthermore, the literature demonstrates that effective library user education enhances digital literacy, promotes resource utilization, strengthens research competencies, and reduces barriers such as library anxiety among graduate students. At the same time, ongoing service adaptation, outreach initiatives, and continuous instructional improvement reinforce the strategic importance of libraries within contemporary academic environments (Oseghale, 2023; Popoola & Olajide, 2021; Bueno, 2023; Agina-Obu & Oyinkepreye, 2023; Khan et al., 2023; Panhilason, 2024). This body of evidence underscores the necessity of context-specific evaluations of graduate school library user education as a basis for informed institutional planning and service innovation.

Theoretical Framework

This study is anchored on Information Literacy Theory, originally introduced by Paul Zurkowski (1974), who conceptualized information literacy as a set of competencies enabling individuals to recognize information needs and to locate, evaluate, and use information effectively. Within graduate school library environments, user education programs are designed to cultivate these competencies by equipping students with the skills necessary to navigate both physical and digital resources for research and academic purposes (Oseghale, 2023; Popoola & Olajide, 2021).

Information Literacy Theory emphasizes that information use extends beyond technical access to encompass critical thinking abilities required to assess credibility, relevance, and applicability of information sources.

In graduate education contexts, this perspective highlights that research efficiency and academic productivity are influenced by students' capacity to retrieve, evaluate, and synthesize scholarly information.

Library user education initiatives—including orientations, workshops, tutorials, and digital instruction—therefore function as intentional interventions that strengthen these competencies and promote independent resource utilization among graduate students (Horban & Gaisyniuk, 2023; Bygstad et al., 2022). Applying Information Literacy Theory in this study positions library user education as a structured developmental process in which comprehensive instructional exposure contributes to enhanced information literacy, research capability, and academic performance (Bueno, 2023).

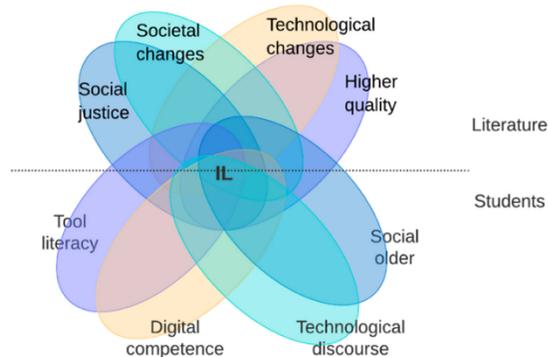


Figure 1. Information Literacy Theory Model by Paul G. Zurkowski (1974)

Figure 1 presents the Information Literacy Theory model proposed by Zurkowski (1974), illustrating the interrelationship between information need recognition, information access, evaluation, and utilization processes that collectively support informed decision-making and scholarly inquiry. Within higher education environments, Information Literacy Theory underscores the role of libraries as instructional partners in developing students' research competencies. Graduate students require advanced information literacy skills due to the complexity of scholarly inquiry, the expansion of digital resources, and the necessity to critically evaluate academic information. The theory proposes that structured library user education programs—such as orientations, research workshops, database training, and online tutorials—serve as mechanisms through which information literacy competencies are developed and sustained.

This theory guides the present study by providing a conceptual lens through which the extent of graduate school library user education may be examined. It directs attention to how instructional programs cultivate information-seeking and evaluative skills while emphasizing effectiveness in fostering independent research capability. Grounding the investigation in Information Literacy Theory enables systematic assessment of instructional methods, frequency, and scope, as well as their contribution to graduate students' resource navigation, research efficiency, and academic engagement. Consequently, library user education is examined not merely as a service provision but as a deliberate educational process central to scholarly success.

Conceptual Framework

The conceptual framework illustrates the hypothesized relationship between graduate school library user education and graduate students' research-related experiences at the University of La Salette, Inc. In this study, the Independent Variable (IV) refers to the library user education program, encompassing components such as reference services, bibliographic instruction, referral services, circulation services, interlibrary loan services, document delivery, acquisitions, and classification and cataloguing activities. The Dependent Variable (DV) pertains to graduate students' perceived research support outcomes, including effective utilization of library resources and overall satisfaction with library services. The framework is grounded in Information Literacy Theory, which posits that individuals must develop the capacity to recognize information needs, access relevant resources, evaluate information quality, and apply knowledge effectively in scholarly work (Zurkowski, 1974; Oseghale, 2023; Popoola & Olajide, 2021).

Independent Variable (IV): Library user education program (reference services, bibliographic instruction, referral services, circulation, interlibrary loan services, document delivery, acquisitions, and classification and cataloguing)



Dependent Variable (IV): Effective utilization of library resources, Improved research skills / research efficiency and Overall satisfaction with library services

Consistent with this perspective, previous studies have demonstrated that structured instructional interventions—delivered through orientations, workshops, tutorials, and digital guidance—enhance students' ability to navigate library systems, reduce library anxiety, and strengthen independent research skills (Horban & Gaisynuik, 2023; Bygstad et al., 2022; Bueno, 2023). Furthermore, user satisfaction has been observed to increase when library services are accessible, responsive, and aligned with academic needs (Alam & Mezbah-ul-Islam, 2023; Agina-Obu & Oyinkepreye, 2023; Khan, Rafi, & Zhang, 2023).

Anchored in these theoretical and empirical insights, the framework assumes that comprehensive delivery of library user education facilitates the development of graduate students' information literacy competencies, which subsequently influence research engagement and satisfaction with library services. Guided by this framework, survey instruments were designed to capture exposure to specific user education components comprising the IV, while the DV was measured through graduate students' self-reported resource utilization effectiveness and satisfaction with library services. By explicitly linking the Independent Variable and Dependent Variable, the framework provides a systematic basis for examining the contribution of library user education to graduate students' research support experiences and offers evidence that may inform institutional service enhancement initiatives.

Statement of the Problem

Effective utilization of library information resources remains a critical concern in higher education, particularly in graduate schools where students' research engagement and academic performance depend on timely, accurate, and efficient access to information. Evidence from observations and prior studies indicates that some graduate students lack the competencies necessary to navigate library resources effectively. Many are unfamiliar with essential library services such as borrowing policies, reference assistance, and interlibrary loan options, while others experience difficulties in locating, evaluating, and applying scholarly information to their academic work.

At the University of La Salette, Inc., these gaps suggest that the Graduate School Library's potential to fully support learning and research has not been maximized. This situation raises concerns regarding the adequacy and effectiveness of existing library user education programs and their contribution to graduate students' research engagement, resource utilization, and overall satisfaction. Addressing this concern is necessary to identify instructional gaps and develop evidence-based strategies that can strengthen information literacy, research competence, and user satisfaction among graduate students.

Research Objectives

General Objective

To assess the extent of library user education rendered by the University of La Salette Library and its impact on graduate students' research skills, resource utilization, and satisfaction.

Specific Objectives

1. To determine the profile of the respondents in terms of demographic characteristics, including age, gender, and program enrolled for graduate students, and age, gender, and highest educational attainment for graduate school faculty members.
2. To assess the extent of library user education rendered by the University of La Salette Library in terms of reference services, bibliographic services, circulation, interlibrary loan services, document delivery services, acquisitions, and classification and cataloguing.
3. To propose measures to strengthen and improve library user education at the University of La Salette Library.

Research Questions

1. What is the profile of the respondents in terms of demographic characteristics?
2. What is the extent of the library user education rendered by the University of La Salette Graduate School Library in terms of reference services, bibliographic services, circulation, interlibrary loan services, document delivery services, acquisitions, and classification and cataloguing?
3. What measures can be proposed to strengthen and improve library user education at the University of La Salette Graduate School Library?

METHODS

Research Design

This study employed a descriptive–survey research design with an action research component, which is appropriate for assessing the extent and adequacy of library user education rendered by the University of La Salette Graduate School Library. The descriptive–survey design is widely used to systematically describe the characteristics, practices, and perceptions of a population without manipulating variables (Creswell & Creswell, 2018). In library and information science, this design enables researchers to examine the utilization of library services, user perceptions, and the effectiveness of instructional and support programs through data collected directly from library users and personnel (Agina-Obu & Oyinkepreye, 2023; Bueno, 2023).

The descriptive–survey phase focused on determining the demographic profile of respondents and the extent of library user education services in areas such as reference services, bibliographic services, circulation, interlibrary loan, document delivery, acquisitions, and classification and cataloguing. Findings from this phase served as baseline information to identify existing practices and gaps in the provision of library user education. Descriptive–survey research is particularly suitable for this purpose, as it provides objective and systematic data necessary for evaluating current conditions and informing institutional improvement efforts (Oseghale, 2023; Horban & Gaisynuik, 2023; Bygstad et al., 2022).

The action research component was incorporated to translate these findings into practical improvements. Action research follows a cyclical process of planning, action, observation, and reflection (McNiff & Whitehead, 2011). In this study, it was operationalized as follows:

1. **Planning:** Based on survey results, interventions were designed to enhance library user education practices, targeting identified gaps.
2. **Action:** Interventions, such as staff training workshops, updated instructional materials, and revised user orientation sessions, were implemented.
3. **Observation:** The effectiveness of these interventions was monitored through follow-up surveys, user feedback, and staff reflections.
4. **Reflection:** Data from observations were analyzed to assess improvements, and recommendations were formulated to further refine library user education services.

The study not only captures the current state of library user education but also actively engages in improving practices, ensuring alignment with the study's objectives.



Population and Sampling

The study was conducted at the Graduate School of the University of La Salette, Inc., a private Catholic higher education institution in Cagayan Valley, Philippines, owned and managed by the Missionaries of Our Lady of La Salette in Santiago City. The target population of the study consisted of graduate school students and faculty members who are frequent users of the Graduate School Library. Specifically, the study included 30 graduate students and 20 faculty members from the Graduate School who actively utilized library resources during the second semester of Academic Year 2013–2014.

A purposive sampling technique was employed to select respondents, ensuring that participants were actively engaged in using the library services and could provide relevant insights regarding the library user education program. This approach allowed the researchers to gather meaningful and representative data from individuals most knowledgeable about library services, instructional programs, and resource utilization (Creswell & Creswell, 2018; Agina-Obu & Oyinkepreye, 2023).

Instruments

The primary data-gathering instrument for this study was a researcher-developed questionnaire divided into two parts. Part I collected information on the demographic profile of respondents, including age, gender, course, and highest educational attainment, as applicable. Part II assessed the extent and adequacy of graduate school library user education provided by the University of La Salette Graduate School Library, focusing on key service components such as reference services, bibliographic services, circulation, interlibrary loan, document delivery, acquisitions, and classification and cataloguing.

A five-point Likert scale was used in Part II to measure respondents' perceptions of library user education services. The scale was anchored as follows: 5 – Strongly Agree, 4 – Agree, 3 – Slightly Agree, 2 – Disagree, and 1 – Strongly Disagree. Likert-type scales are appropriate for descriptive studies because they allow respondents to indicate the degree of agreement, making them suitable for evaluating attitudes, opinions, and perceptions regarding service quality (Creswell & Creswell, 2018).

To ensure content validity, the questionnaire underwent expert validation by three specialists in Library and Information Science. Each item was evaluated for clarity, relevance, and alignment with the study's objectives, and recommendations from the experts were incorporated into the final instrument. This process confirmed that the questionnaire adequately represented the constructs being measured and was suitable for both descriptive assessment and action-oriented improvement.

Data Collection

Data were collected from graduate school students and faculty members of the University of La Salette Graduate School during the second semester of Academic Year 2013–2014.

A letter of permission was secured from the institution to administer the survey. The researcher distributed sufficient copies of the finalized questionnaire to all respondents and closely monitored the distribution and retrieval of the instruments to ensure proper management.

Respondents were given 10 minutes to complete the questionnaire, and the completed instruments were collected immediately upon completion, resulting in a 100% return rate. This process ensured standardized administration of the questionnaire across all participants and maintained consistency in data collection procedures.

Data Analysis

The data gathered in this study were analyzed using SPSS version 18.0 through descriptive statistical methods. Descriptive statistics were employed to systematically summarize and interpret respondents' perceptions of library user education services. Frequency counts and percentage distributions were used to describe the demographic profile of the respondents, while weighted means were computed to determine the extent of library user education services across the different service components.

A five-point Likert scale was utilized to measure respondents' level of agreement with statements related to library user education services. The computed weighted means were interpreted using the standardized scoring guide presented below, ensuring consistency and clarity in describing the extent of service provision:

Table 1. Scoring Guide for Graduate School Library User Education Rendered

Scale	Range	Descriptive Equivalence	Descriptive Interpretation
5	4.50 – 5.00	Strongly Agree	Very great extent
4	3.50 – 4.49	Agree	Great extent
3	2.50 – 3.49	Neutral	Fair extent
2	1.50 – 2.49	Disagree	Not great extent
1	1.00 – 1.49	Strongly Disagree	Not very great extent

The results of the descriptive analysis served as the basis for identifying strengths and areas for improvement in library user education services. These findings informed the planning and implementation of targeted actions under the action research component of the study. No inferential statistical tests were applied, as the focus of the research was on assessment, reflection, and practical improvement rather than hypothesis testing.

Ethical Considerations

The study adhered to ethical standards to protect the rights and welfare of all participants. Permission to conduct the research was secured from the University of La Salette Graduate School and the library administration. Participation was voluntary, and respondents were informed of their right to withdraw at any time without penalty.

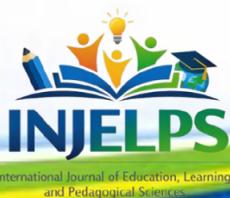
Confidentiality and privacy were strictly observed in accordance with the Data Privacy Act of 2012. Respondents' identities were anonymized, and data were used solely for research purposes. Informed consent was obtained, and participants were briefed on the study's objectives, procedures, and the use of their responses. All questionnaires were securely collected and stored, and results were reported in aggregated form to prevent identification of individual responses. The study ensured that no harm or coercion was imposed, upholding principles of honesty, transparency, and respect for participants' autonomy throughout the research process.

RESULTS and DISCUSSION

This section presents the results and discussion on the extent and adequacy of library user education services provided by the University of La Salette Graduate School Library. It includes the analysis of respondents' perceptions across various service components, such as reference services, bibliographic services, circulation, interlibrary loan, document delivery, acquisitions, and classification and cataloguing. Furthermore, this section examines the strengths and areas for improvement in library user education, providing insights that inform the planning and implementation of targeted interventions under the action research component of the study.

Table 2. Profile of the Respondents in terms of Graduate School students

Age Group	Frequency	Percentages
21-25	10	33.33%
26-30	11	36.67%
31-35	4	13.33%
36-45	4	13.33%
46-60	1	3.33%
Total	30	100%
Sex	Frequency	Percentages
Male	3	10%
Female	27	90%
Total	30	100%
Program Enrolled	Frequency	Percentages
Master of Arts in Education (MAED)	13	43.33%
Master in Business Management (MBM)	5	16.67%
Master of Science in Public Health (MSPH)	6	20%
Master of Science in Nursing (MSN)	2	6.67%
Doctor of Philosophy (PhD)	4	13.33%



Total	30	100%
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Table 2 presents the demographic profile of the graduate school student respondents. The majority of students were aged 26–30 years (36.67%) and 21–25 years (33.33%), indicating that most respondents are young adult postgraduate learners (Absolor et al., 2022; Oseghale, 2023). Female respondents comprised 90% of the sample, while males represented 10%, reflecting a significant gender imbalance that may influence patterns of library usage and engagement with educational resources (Popoola & Olajide, 2021).

In terms of program enrollment, the largest proportion of students were pursuing the Master of Arts in Education (43.33%), followed by Master of Science in Public Health (20%), Master in Business Management (16.67%), Doctor of Philosophy (13.33%), and Master of Science in Nursing (6.67%). This distribution suggests that education-related programs account for the majority of participants, highlighting a potential focus area for tailoring library user education services to meet specific disciplinary research needs (Alam & Mezbah-ul-Islam, 2023; Agina-Obu & Oyinkepreye, 2023).

Furthermore, the findings indicate that respondents are predominantly young adult female graduate students enrolled primarily in education and health-related programs. These characteristics may shape their information-seeking behavior, research demands, and expectations regarding the quality and accessibility of library services (Ashiq & Warraich, 2022; Azib et al., 2025).

Table 3. Profile of the Respondents in terms of Graduate School Faculty Members

Age Group	Frequency	Percentages
30-35	3	15%
36-40	6	30%
41-50	8	40%
51-60	1	5%
61 and Above	2	10%
Total	20	100%
Sex	Frequency	Percentages
Male	3	15%
Female	17	85%
Total	20	100%
Highest Educational Attainment	Frequency	Percentages
Master’s Degree	16	80%
Doctoral Degree	4	20%
Total	20	100%

Table 3 shows the demographic profile of faculty respondents. Most faculty were aged 41–50 years (40%) and 36–40 years (30%), representing mid-career professionals with substantial academic experience, which enhances the credibility of their evaluations of library user education services (Horban & Gaisyniuk, 2023). Female faculty comprised 85% of the sample, reflecting strong representation in instructional and academic support roles (Gunaratna, 2024).

Regarding educational attainment, 80% held a master’s degree and 20% held doctoral degrees, indicating that faculty possess the academic qualifications necessary to provide informed assessments of library service quality (Kaishe-Mulungu et al., 2025). The combination of experience and qualification supports the reliability of faculty perceptions and emphasizes the importance of aligning library services with both student and faculty needs.



Table 4. The Extent of Graduate School Library User Education rendered by the University of La Salette

Graduate school library User Education	Graduate School Student Weighted Mean	Graduate School Faculty Member Weighted Mean	Composite Mean	Descriptive Equivalence	Descriptive Interpretation
1. Reference Service	4.38	4.23	4.31	Agree	Great Extent
2. Bibliographic Service	4.14	4.14	4.14	Agree	Great Extent
3. Circulation Service	4.35	4.28	4.32	Agree	Great Extent
4. Inter-Library Loan service	4.38	4.19	4.29	Agree	Great Extent
5. Document Delivery Service	4.01	3.90	3.96	Agree	Great Extent
6. Acquisitions	4.19	4.40	4.30	Agree	Great Extent
7. Classification and Cataloging	4.23	4.15	4.19	Agree	Great Extent

Table 4 summarizes respondents' perceptions of the extent of library user education services. Composite weighted means ranged from 3.96 to 4.31, indicating that services are generally provided to a great extent. Reference Services received the highest rating (4.31), demonstrating that library staff effectively assist users in locating materials and providing guidance in information retrieval. This aligns with Bygstad et al. (2022), who emphasized that well-supported reference services enhance accessibility and efficiency for both students and faculty. Bibliographic services (4.14) suggest that the library adequately prepares bibliographies and reading lists, which are critical in supporting structured research and promoting academic rigor (Lasig & Collantes, 2022). Circulation services (4.32) reflect clear and effectively implemented lending and borrowing policies, supporting seamless access to resources.

Interlibrary loan (4.29) and document delivery services (3.96) highlight the library's efforts to extend resource accessibility. However, the slightly lower score for document delivery suggests opportunities to enhance electronic delivery and user responsiveness, consistent with trends in digital academic libraries (Gunarathna, 2024; Horban & Gaisynuik, 2023). Acquisitions (4.30) and classification/cataloging services (4.19) indicate systematic organization and continual updating of collections, facilitating efficient retrieval and supporting both teaching and research (Khan et al., 2023; Horban & Gaisynuik, 2023).

Interpretation and Implications

The findings collectively suggest that the University of La Salette Graduate School Library provides comprehensive, user-centered services that support graduate-level academic engagement. High ratings across service components reflect the library's commitment to enhancing information literacy, research productivity, and learning outcomes. From an academic culture perspective, these results underscore the importance of targeted library instruction, resource accessibility, and responsive support, particularly for disciplines with heavy research and writing demands, such as education and public health.

Moreover, the analysis identifies areas for improvement, particularly in document delivery and digital resource accessibility, which could further strengthen the library's role in facilitating efficient scholarly work. By integrating these insights into the action research component, the library can implement evidence-based interventions to optimize service delivery, ensuring continuous improvement and alignment with graduate-level expectations. Overall, the study suggests that well-structured library user education services contribute to improved research engagement, information literacy development, and independent learning behaviors, reinforcing the library as a critical partner in graduate education (Bygstad et al., 2022; Gunarathna, 2024; Khan et al., 2023).



Conclusions

This study evaluated the profile of graduate students and faculty and the extent of library user education services at the University of La Salette Graduate School Library. The findings show that most student respondents were young adult females enrolled in education and health-related programs, while faculty respondents were predominantly mid-career professionals with master’s or doctoral degrees, indicating an academically engaged population capable of providing informed evaluations (Absolor et al., 2022; Horban & Gaisynuik, 2023; Gunarathna, 2024).

Library user education services were rated as being provided to a great extent across all measured dimensions. Reference, circulation, acquisitions, and interlibrary loan services received the highest ratings, while bibliographic, classification, and document delivery services were also positively assessed. The slightly lower rating for document delivery highlights opportunities for targeted improvements, suggesting that the library can enhance specific service areas to better meet user needs (Bygstad et al., 2022; Khan et al., 2023; Lasig & Collantes, 2022).

Importantly, the study demonstrates the value of the action research component. By systematically identifying strengths and gaps, the library can implement evidence-based interventions, such as improving electronic document delivery and developing enhanced user guides, ensuring services remain responsive and effective for graduate students and faculty (Agina-Obu & Oyinkepreye, 2023; Bueno, 2023; Oseghale, 2023).

In conclusion, the University of La Salette Graduate School Library provides structured, user-centered, and academically supportive services, and the integration of action research ensures continuous improvement of library user education, fostering a culture of research excellence, information literacy, and lifelong learning.

Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance the effectiveness of library user education and improve graduate students’ research outcomes and satisfaction:

Table 5. Recommendations to Strengthen Graduate School Library User Education Services

No.	Area of Improvement	Recommendation	Rationale / Supporting Literature
1	Document Delivery Services	The library may expand electronic document delivery, streamline request procedures, and enhance access to digital resources.	Document delivery received the lowest rating (3.96), suggesting a need for improvement to meet user expectations (Gunarathna, 2024; Khan et al., 2023).
2	User Orientation & Instructional Programs	Library staff may conduct targeted library orientations, workshops, and tutorials on research skills, bibliographic management, and information retrieval.	Increases awareness and effective utilization of library services, supporting graduate research (Bygstad et al., 2022; Lasig & Collantes, 2022).
3	Evaluation & Feedback Mechanisms	The library may implement continuous feedback systems, including surveys, suggestion boxes, and focus group discussions.	Provides evidence-based insights for improving library services and responsiveness to user needs (Horban & Gaisynuik, 2023; Oseghale, 2023).
4	Classification & Cataloging	Library staff may improve navigation, labeling, and digital catalog search functionality to facilitate easier resource access.	Facilitates efficient information retrieval and supports academic research (Kaishe-Mulungu et al., 2025; Horban & Gaisynuik, 2023).
5	Action Research Implementation	The library may apply the Plan–Act–Observe–Reflect (PAOR) cycle, a systematic framework for continuous action research. This involves planning interventions, acting on them, observing outcomes, and reflecting on results to refine library user education initiatives.	It is recommended to apply the Plan–Act–Observe–Reflect (PAOR) cycle, a systematic framework for continuous action research. This cycle involves planning interventions, acting on them, observing outcomes, and reflecting on results to refine library user education initiatives, ensuring alignment with the evolving research needs of graduate students and faculty (Agina-Obu & Oyinkepreye, 2023; Bueno, 2023)."

6	Technology & Digital Literacy	Library staff may provide training on online databases, e-journals, reference management tools, and digital research skills.	Enhances independent learning and digital resource utilization for students and faculty (Bygstad et al., 2022; Khan et al., 2023).
7	Resource Acquisition & Updates	The library may regularly update collections based on user feedback and emerging academic needs.	Ensures relevance and adequacy of resources, supporting research and instructional activities (Khan et al., 2023; Lasig & Collantes, 2022).
8	Reference Services Enhancement	Library staff may strengthen personalized assistance, virtual consultations, and research guidance.	Improves research efficiency and user satisfaction in line with best practices in higher education libraries (Bygstad et al., 2022; Absolor et al., 2022).
9	Interlibrary Loan Services	The library may expand interlibrary loan networks and reduce processing time for external resource requests.	Increases access to additional materials and supports comprehensive research (Horban & Gaisynuik, 2023; Gunarathna, 2024).
10	Staff Training & Development	University administration may conduct regular professional development for library staff on user education, digital tools, and instructional strategies.	Ensures high-quality service delivery and keeps staff updated on current library practices (Agina-Obu & Oyinkepreye, 2023; Bueno, 2023).

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