

Level of compliance with academic library standards as perceived by faculty members of Aklan state university library system

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Abstract

This study aimed to evaluate the level of compliance with academic library standards as perceived by faculty members of the Aklan State University Library System. The respondents of the study were the 162 out of 272 faculty from five campuses of Aklan State University and were chosen using stratified random sampling. This is a descriptive-correlation research that utilized the one-shot survey design. The AACCUP Questionnaire on the library was utilized as basis for data gathering instrument. Analysis thereafter was done using frequency distribution, Cramers' V and Gamma Test. Female faculty respondents outnumbered the male respondents with a ratio of 3:1. The faculty members were mostly middle aged, married, and master's degree holders. Some were involved in library committee in their respective campuses. The level of compliance of the library with academic standards was generally perceived by the entire faculty to be adequate, mostly by females, by those between 31 to above 60 years old, and by those faculty regardless of civil status, academic rank, highest educational attainment and involvement in library committee. Respondents' civil status, area of specialization, and involvement in library committee were the factors which determined their perceived level of compliance of ASU library with academic library standards in terms of administration. Area of specialization, length of work experience, academic rank, and involvement in library committee affects the respondents' perceived level of compliance of ASU library with academic library standards in terms of staff/personnel. Respondents' perceived level of compliance of ASU library with academic library standard in terms of collection development, organization, and preservation was dependent on their area of specialization and involvement in library committee. Further, faculty members' perception on the compliance of ASU library with academic library standards in terms of services and utilization varies according to their length of work experience, academic rank, and highest educational attainment. Moreover, respondents' perceived level of compliance of ASU library with academic library standards in terms of physical set-up and facilities was dependent on their area of specialization, academic rank, and highest educational attainment. Respondents' personal profiles were not contributory factors to their perceived level of compliance of ASU library with academic library standards in terms of financial support. Area of specialization has a significant bearing on respondents' perceived level of compliance of ASU library with academic library standards in terms of linkages. On the overall, respondents' perception on the compliance of ASU library with academic library standards varies according to their area of specialization and academic rank. The study concludes that the perceptions of the respondents on the level of compliance of the ASU library with academic library standards were found to be similar. They perceived academic library standards as adequately complied by ASU library.

Keywords: Academic Library, Compliance, Faculty, Perceptions, Standards

1. Introduction

Background of the study

Academic libraries are expected to have library resources relevant to its mission, of adequate quality and quantity, helpful in serving the needs of scholarship and research, as well as progressively developing and growing in accordance with institutional development and expansion plans (CHED Memorandum Order of 2013). As per the said CMO, the library book collection, both print and non-print, should meet the instruction and research needs of its primary clientele, the faculty and students to harmonize and strengthen the libraries in higher education institutions in the country and to keep pace with innovative technology and new information.

Aklan State University is the only state university in the province of Aklan, as one of the higher education institutions in the Philippines is under the CHED regulation. Thus, its program offerings must comply with the CHED policies and standards. One of the agencies recognized by CHED to accredit curricular programs of state universities and colleges

(SUCS) is the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP). AACCUP focuses on ten (10) areas in assessing each curricular program and one of these areas is the library.

As the repository of information, the library of the university must conform to the standards. In her extended discussion on evaluation of standards for academic libraries in the Philippines, Obille (2007) aptly stated that "Evaluation and standards always go hand in hand since standards serve as the yardstick for the process." She specifically pointed to the aspects of "Outcomes" as could reveal the value clientele, especially the teachers, associate libraries with. In her conclusion she noted that "most private academic libraries have complied, public (SUCs) have not." She added that the perception of faculty members among others is a good measure of outcomes of the library's role in the academic processes at their level (Obille, 2007, 126).

Whereas, AACCUP accreditation undergone by particular academic programs have revealed certain discrepancies in

meeting library standards requirements. Some attempts have been made to comply uncertainties on the current quality status of ASU library systems-wide, and this was further complicated by the fire in 2003 which gutted the administration and library building in the Main Campus and by Typhoon Yolanda on other campuses in 2013. This is further aggravated by librarians who have yet to finish their Master's degree. Despite these problems, results of AACUP accreditation show the library obtaining mean ratings between 3.8 to 4.1, described as adequately complied.

Since no systematic research has been conducted regarding the status of the university's library system, particularly in the perspective of standards and perceptions of compliance by its clientele, the researcher was motivated to conduct this study. The faculty sector is deemed most appropriate source of information as for this research for reasons of direct, personal as well as professional qualities associated with evaluation. The result of this investigation could provide basic information and awareness on the part of the university administrators and faculty on the status of the library which would serve as basis in a new policy direction for the library.

Objectives of the study

This study aimed to evaluate the level of compliance with academic library standards as perceived by faculty members of the Aklan State University Library System.

Specifically, it sought to achieve the following specific objectives:

1. To describe the personal profile of respondents of ASU according to sex, age, civil status, area of specialization, length of experience, academic rank, highest educational attainment, and involvement in the library committee;
2. To determine the level of compliance of the system-wide university library with academic library standards in terms of administration, staff personnel, collection development organization and preservation, services and utilization, physical set-up and facilities, financial support and linkages, as perceived by faculty members of Aklan State University;
3. To determine if there is a significant relationship between the personal profile of faculty in terms of sex, age, civil status, area of specialization, length of experience, academic rank, highest educational attainment, and involvement in the library committee and the perceived level of compliance of the university library with academic library standards in the areas given.

Theoretical framework

This study is anchored on the AuQS2000 theoretical framework which states that "if quality is the meeting of requirements, then quality can only be measured if these requirements are known and defined and complied. By defining requirements, the standards to be achieved are set." (New Zealand Qualification Authority, 1992, 7)

To claim that, an academic library has achieved quality service brought by qualified library personnel equipped with the necessary knowledge and experience plus the availability of an extent library resources, regular services and required

facilities, including library linkages especially for academic libraries---a measurement should be done in accordance with a set criteria. For obvious reasons, therefore, this study focused on determining the compliance of the ASU library system-wide availing of the academic library standards no less than the criteria found in AACUP instrument.

Conceptual framework

When the areas of expectations on resources and services, including the library management aspects on the library are reflected in the areas of evaluation found in the library standards for accreditation used for most academic associations, such being: administration, staff/personnel, collection development, organization and preservation, services and utilization, physical set-up and facilities, financial support and linkages, perception by qualified clientele would be the next important consideration for a study on compliance with set criteria.

As a critical basis for determining level of compliance with library quality performance, the faculty were made as respondents for more than obvious reasons. Components that make up their personal profile and job-related circumstances could be the valid means to determine perceptions and thus qualify for the dependent variables. Thus age, gender, (status), and such significant factors as educational qualifications, length of service, academic departmental affiliation, subject specialization in teaching, as well as campus-satellite identification were all considered for the determining variable group. Obille (2007) has much to add to this judgment in the evaluation of libraries and development of library standards from the perspective of faculty members.

In the context of this study, it was assumed that faculty members' perceptions on the compliance of Aklan State University Library System with academic library standards in terms of administration, staff personnel, collection development organization and preservation, services and utilization, physical set-up and facilities, financial support and linkages would be affected by their personal profile such as sex, age, civil status, area of specialization, length of experience, academic rank, highest educational attainment, and involvement in the library committee.

Some pertinent assumptions put to test in this study included that female faculty members are more meticulous than male in perceiving criteria for library services, or that older faculty members have a better perception than the young ones since they have already more experienced in utilizing the library. Likewise, that faculty members' perception depends on their needs and utilization of library dictated by their specialization, thus, affecting perceptions towards the library. The longer the work experience they had, the longer the faculty member's time they may have utilized the library; the higher the educational attainment they obtained, and the more they get involved in the library committee are actual factors they may have gotten acquainted enough with the library system to validated their perceptions of quality and compliance with academic library standards.

The assumed flow of relationship between the variables of the study is presented in the schematic diagram in Figure 1.

INDEPENDENT VARIABLES	DEPENDENT VARIABLES
<ul style="list-style-type: none"> * Personal Characteristics ➤ Sex ➤ Age ➤ Civil Status * Academic Characteristics ➤ Area of specialization ➤ Length of experience ➤ Academic rank ➤ Highest Educational attainment ➤ Involvement in the library committee. 	<ul style="list-style-type: none"> Perceptions of Library Compliance ➤ administration, ➤ staff/personnel, ➤ collection development, organization and preservation, ➤ services and utilization, ➤ physical set-up and facilities, ➤ financial support and linkages

Hypothesis of the study

There is no significant relationship between the personal profile of faculty in terms of sex, age, civil status, area of specialization, length of experience, academic rank, highest educational attainment, and involvement in the library committee and the perceived level of compliance of the university library with academic library standards in terms of administration, staff personnel, collection development organization and preservation, services and utilization, physical set-up and facilities, financial support and linkages.

Significance of the study

The result of this study will be of great significance to the following persons or group:

The ASU Administration: This study can provide valuable information and insights to the ASU administration on the level of compliance of ASU libraries in five campuses. The administration can use the findings in developing a strategic program to enhance the services to the students and make the library attain the standard of information services in instruction, research, extension and production functions of the University.

ASU Librarians: The result of this study will foster awareness to the ASU librarians on the level of compliance of ASU libraries. On the basis of such information, they can undertake the necessary measures to cope with the standards of an academic library and to further improve the services to their clientele. This study can also provide benchmark data on the facilities and services provided by the library. Moreover, library personnel, will be guided by this study as basis for comparison between, the pre-accreditation and post-accreditation status of the library's services.

Library Support Staff: This study will make the library staff aware of the standards that should be met; hence, their cooperation and commitment could be elicited to improve their services and raise client satisfaction.

Faculty: The results of the study will be most valuable because they will have a deeper knowledge of what the library

is, what it has, what services it offers and what responsibilities should they extend. As primary users of library information and resources, they can make recommendations or suggestions for the improvement of the library resources and the system of using them. Furthermore, the study can give information on the level of awareness of the faculty on the library facilities and services. The perception of the faculty on the library's compliance with the standards will be an important basis for the librarians and staffs gauge their performance. This is important considering that the faculty, together with the students, is the prime clientele of the library.

Scope and limitation of the study

The focused of this study was on the perception of faculty members on the compliance of Aklan State University Library system with the academic library standards. Faculty members' perception was limited only on their expression of their experiential encounter with the aspects of academic library organization in the area of: (a.) administration, (b.) staff/personnel, (c.) collection development, organization and preservation, (d.) services and utilization, (e.) physical set-up and facilities, (f.) financial support, and (g.) linkages.

The respondents of the study comprised of 162 faculty members of Aklan State University from a population of 272 faculty members. This study was conducted on January 3, 2014 until January 31, 2014 only.

This study utilized the AACCUP Accreditation instrument as basis for this study's questionnaire for gathering the data needed since AACCUP is the accrediting agencies recognized by CHED to accredit the curricular programs of Aklan State University system.

Given this limitation, the findings and conclusions of this study apply only to the respondents of the study, but not to other faculty members who were not involved in this study.

2. Review of related literature

This chapter presents ideas, concepts and earlier investigation related to the present problem. Studies which bear significance and relevance to this present investigation were likewise

included to serve as background for the development of the present study.

Library standards

According to the study of Macabiog (2004), the library is regarded as an important element in the overall excellence of the educational institutions. Library services have a significant effect on educational standards and quality. Libraries are exceedingly vital in the intellectual life of the University. For sure, the library is an indispensable resource for effective teaching and learning and productive research. As one educator puts it, "quality education is impossible without a quality library". Libraries as major providers of information have an important role in the process of development of its research and instruction by providing appropriate information in the academic community. However, it was observed that libraries in SUCs have not yet fulfilled the role and with the advent of new technology, some library users would opt for easier and faster mode to do research, thereby dissatisfied at times in accessing the conventional type of library services.

Through resource-based programs, students acquire skills to collect, critically analyze and organize information, problem-solve and communicate their understanding; provide and promote quality fiction to develop and sustain in students the habit and enjoyment of reading for leisure and to enrich students' intellectual, aesthetic, cultural and emotional growth; cater for differences in learning and teaching styles through the provision of and quality of access to, a wide range of materials, fiction and non-fiction, print, audio, video and digital; provide teachers with access to relevant curriculum information and professional development materials within and outside the school, and opportunities to cooperatively plan, implement and evaluate learning programs which integrate information resources and technologies.

As libraries evolved, their need for organization evolved as well. According to Campbell (2006), 'numerous creative and useful services have evolved within academic libraries in the digital age as follows: providing quality learning spaces, creating metadata, offering virtual reference services, teaching information literacy, choosing resources and managing resource licenses, collecting and digitizing archival materials, and maintaining digital repositories.' He further stated that academic libraries presently are faced with not only the decision on what books and journals to acquire to satisfy faculty and students but also on how to remain relevant to the digital era, mindful of low budgets and resentment on the part of institutional administrators. There is also the issue of library users opting for alternate, more convenient, and "qualitative" sources of information.

Otayde and Peleña (2010) mentioned that libraries are now facing a paradigm shift on the delivery of information service to their users and there is a need to maintain professional competencies to face the implicit change in the workplace. As everybody recognizes, library play a very essential role in the life of every student and whole organization as well. Library manager should be a competent person with excellent abilities, desirable attitudes and exemplary traits.

Lombardi (2000) also noted that library users preferred more computer content, more and more computer indices, digitized finding aids, digital repositories of articles, online access to newspapers, etc. Libraries also struggle with when, how, who, and where to begin digitization efforts, while keeping in mind

the hesitation in the digitization of institutional archives. Resources today occur in hybridized form, print and electronic, and therefore services provided and skills possessed by professionals in these libraries should reflect the trend.

According to American Library Association (ALA) (2013), different type of libraries exist to serve in every client in their different needs such as Academic libraries serve colleges and universities, the students, staff and faculty. Target Institutions may have several libraries on their own campuses dedicated to serving particular schools. Many Academic librarians become specialists in an area of knowledge and can have faculty status. Public libraries serve the communities of all sizes and types. It serves the general public from cradle to grave. It focuses on areas of service, such as youth, teens and adults. School libraries are usually part of the school system, and serve students between Kindergarten and Grade 12. Many are called media centers, and librarians are often required to have a second degree in education or a certificate in school media; Special libraries serve various organization, industries, and governmental agencies. It serves also a particular population, such as the blind and physically handicapped, while others are dedicated to special collections, such as the library of congress or a presidential library.

Association of College and Research Libraries (ACRL) (2010) also noted that "Library System and Universities generally consist of a main University library plus several branch or special libraries. The large campus environment often defines the quality of library in terms of strengths and size of the research collection. Concentration of the main and branch libraries are frequently on the needs of specific fields or departments of study at research level. The needs of academic library users fall on a spectrum, with the use of introductory research materials and instructions in the research process at one end and primary source materials and highly specialized research services at the opposite end.

Further, Schultze (2012) emphasize that society sanctions the organization since it considers the organization capable of satisfying some need. If such a need is reasonably satisfied by a particular device, society transmits that device to future generations as integral part of its culture. This has been true of the traditional library, which was basically book oriented, and which has been passed on by society as a useful organization. The traditional book library today is unable to meet the increasing multifarious needs of the society. This necessity has given rise to the development of multimedia library to face the challenge of the society through its diversified materials including audio-visual aids, techniques, and contemporary technology including computerization and on-line literature search. An organization is composed of persons who share common interest to attain the same objectives. It is characterized by a management or leadership which defines the roles and tasks for both the group and its individual members. The roles of these members are structured around the activities or functions necessary to the accomplishment of present objectives. Management furnishes them with the needed tools, equipment, and facilities to achieve the tasks and objectives assigned. The organization creates, through management adequate policies, procedures, authority, accountability, and responsibility for the fulfillment of organizational objective. Organizing is a distinctive basic managerial function which is concerned primarily with formal structure as a means of gaining effective group action.

On the other hand, Agena (2008) mentioned that academic library plays an important role in the teaching and learning process for both faculty and students. The success of one's library is determined by the strength of its library collection and the extent of use made by its clientele. In building the library collection, acquisition librarian follow specific steps and procedures based on the collection development policy supporting the mission and vision of the institution.

Compliance of the library to standards

Library Administration: The success of a school library lies on the hand of the library administrators. The planning, organization, formulation and implementation of existing library rules depend on the administrative efficiency of the library staff.

As stated in the 2005 AACUP Manual of Accreditation, the College or University library should be administered and supervised by a full-time registered librarian with at least, a master's degree in Library and Information Science under a clearly drawn organizational set-up. In this, it allows and encourages the fullest and most effective use of available library resources. The head librarian may have an academic status (classified as academic non-teaching staff) and actively participates in curricular, instructional and research matters.

According to ACRL (2004), academic libraries should be administered in a manner that permits and encourages the most effective use of available library services. The responsibilities and authorities of the library Director or Dean should be defined in writing. The library should be administered in accordance with the spirit of the "Library Bill Rights" (LBR) the Budget should meet the reasonable expectation of the library users when balanced against other institutional needs. ACRL recommended that the library Director/Dean should have authority to apportion funds and initiate expenditures within the library budget and in accordance with institutional policy.

Agustero (2009) mentioned that the administration of the library shall get involved in professional activities, regional, national or international, participate in resource sharing or networking activities and utilize cooperative library programs to enhance its resources and services and to reduce operating costs, subject to institutional policies. Moreover, it was mentioned in the study of Batiancila (2007) that managing libraries is a highly specialized and complicated job. He discussed the key realities on the fate of the public school libraries in the country. Gevero (2007) found out that all the CapSU libraries, its resources, services and programs were managed and operated by competent and educationally qualified librarians, assisted by equally efficient and hardworking library staff. The library had well-defined organizational structure to which the personnel clearly understand their functions and duties. Their library Board Committee in other libraries of Capiz State University did not actively participate in the library programs. The head librarians had not fully achieved academic and administrative matters.

3. Methodology

This chapter deals with the research design, the respondents, data gathering instrument, validity, gathering procedure, data processing, analysis, and interpretation.

Research design

This is a descriptive-correlational study that utilized the one-shot survey design. The research design is appropriate for studies that aimed to describe a situation or given state of affairs in terms of specified aspects or factors, relationship, processes, and effects (David, 2005) [4].

Target population and sampling procedure

The respondents of the study were chosen using stratified random sampling. The sample size was proportionately allocated to the ASU five campuses.

Based on the total population of 272, the sample size of 162 was determined using the sampling formula shown below:

$$n = \frac{N}{1 + Ne^2}$$

Where:

- n = sample
- N = total population = 272
- e = margin of error = .05

$$n = \frac{272}{1 + (272) (.05)^2}$$

$$n = 162$$

To get the sample size of each campus, the population of each campus was multiplied to the total sample size and divided by the total population.

The study population and needed sample by campus are shown in Table 1.

Table 1: Distribution of Respondents

Campuses	Population	Percent	Sample Size
Banga)	118	43.38	70
Kalibo	75	27.57	45
New Washington	38	13.97	23
Ibajay	32	11.76	19
Makato	9	3.31	5
TOTAL	272	100	162

Data gathering instrument

The researcher utilized the AACUP Accreditation instrument as basis for this study's questionnaire (Appendix D) for gathering the data needed in identifying the level of compliance with academic library standards as perceived by the faculty of ASU. The questionnaire was divided into two parts.

Part I asked for the personal profile in terms of, gender, age, civil status, area of specialization, length of work experience, academic rank, highest educational attainment, involvement in library committee.

Part II gathered information on the level of compliance with academic library standards in terms of administration, staff/personnel, collection development organization and preservation, services and utilization, physical set-up and facilities, financial support and, linkages.

Validity: The researcher made use of content validity to ascertain the validity of the whole part of the questionnaire – checklist. This essentially involved a systematic examination of the instrument content to determine whether it covered a representative sample of the behavior domain to be measured (David, 2005) [4]. In this study, experts in library science were requested to scrutinize the research instrument to determine whether the indicators measured the behavior domain being considered. Based on their suggestions and corrections, the researcher developed the final questionnaire.

Reliability: After validity was established reliability of the instrument was done using the test-retest method. The instrument was administered to 15 selected faculty members of the university and after three weeks after the same test was administered again to the same individuals. Respondents included in the pre-testing were not including in the actual survey. The result of the pre-testing activity was subjected to reliability test using the Pearson r. The result showed a reliability coefficient of 0.911 indicating that the questionnaire was reliable. The very high reliability result was derived from a computer based reliability test using the Statistical Package for Social Science (SPSS) software. After the reliability of the instrument was established, the desired number of copies was reproduced for administration to the actual respondents.

Data gathering procedure

Official permission was sought from the Executive Director of AACCUP, Inc., to use the AACCUP instrument as basis and pattern for the survey instrument. Prior to data gathering, permission of the President of ASU (see Appendix C) was obtained. A copy of the approved request-letter was attached to the questionnaire in the gathering of data. Data gathering started on January 3 until January 31, 2014. The questionnaire was distributed by the researcher to the target respondents with the help of librarians in the five (5) campuses. After the administration of the questionnaire to the respondents, these were classified and made ready for frequency counting and tabulation. A master sheet was prepared containing all the data.

Data processing, analysis, and interpretation

The data collected were processed using the Statistical Package for Social Sciences (SPSS). The data were analyzed using statistical tools appropriate for each of the specific objectives and level of measures of variables involved. Frequency distribution was used to describe the respondents according to their gender, age, civil status, area of specialization, length of work experience, academic rank, highest educational attainment, and involvement in library committee. In analyzing relationship between variables, Cramer's V and Gamma test were employed. The relationships between gender, civil status, area of specialization, and involvement in library committee and perceived level of compliance with academic library standards were tested using Cramer's V, while relationship between age, length of work experience, academic rank and highest educational attainment were tested using Gamma test. Level of significance was set at 5 percent.

Research Design

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Where:

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- N = total population = 272
- e = margin of error = .05

$$n = \frac{272}{1 + (272) (.05)^2}$$

$$n = 162$$

To get the sample size of each campus, the population of each campus was multiplied to the total sample size and divided by the total population.

4. Results and Discussion

This chapter presents the findings and interpretation of the data gathered. The presentations of results are in tabular and textual form while the discussion, analysis and interpretation are in accordance with the information sought for and stated in the statement of the problem.

Respondents' personal profile

Table 2 presents the distribution of respondents according to their personal profile in terms of sex, age, civil status, area of specialization, length of experience, academic rank, highest educational attainment, and involvement in library committee. The data reveal that nearly three-fourths (74.1 percent) of the faculty respondents were females while a little over one-fourth (25.9 percent) were males. This shows that the faculty members of ASU were predominantly females. The same distribution pattern is found in the faculty population of the university. Almost one-half of the respondents (49.4 percent) were between 30 to 50 years old, followed by those 51 years old and above (43.8 percent). Only 6.8 percent were below 30 years old. This shows that the university's faculty members are aging and are in middle age to senior adulthood, but the total of those above 51 years old is quite significant. Majority (74.1 percent) of the faculty were married, while only 16.7 percent and 9.3 percent were single and widowed, respectively.

The biggest group of respondents (45.7 percent) came from general education group. A little less than one-third (30.9 percent) came from Home Economics & Technology, and Agriculture. The least group of respondents (15.4 percent) came from Management Science and Information Science and from Architecture & Engineering, and Industrial Technology (8.0 percent).

Table 2: Distribution of Respondents' Personal Profile

Personal Profile	n	Percent
Sex		
Male	42	25.9
Female	120	74.1
Total	162	100
Age		
Below 30 years old	11	6.8
30 to 50 years old	80	49.4
51 years old and above	71	43.8
Total	162	100
Civil Status		
Single	27	16.7
Married	120	74.1
Widow	15	9.3
Total	162	100.0
Area of Specialization		
Home Economics & Technology, and Agriculture	50	30.9
Architecture & Engineering, and Industrial Technology	13	8.0
Management Science and Information Science	25	15.4
General Education	74	45.7
Total	162	100
Length of Work Experience		
Less than 10 years	43	26.5
10 to 30 years	100	61.7
More than 30 years	19	11.7
Total	162	100
Academic Rank		
Instructor	53	32.7
Assistant Professor	60	37.0
Associate Professor / Professor	49	30.2
Total	162	100
Highest Educational Attainment		
Bachelor's Degree	33	20.4
Master's Degree	109	67.3
Doctorate Degree	20	12.3
Total	162	100
Involvement in Library Committee		
Involve	37	22.8
Not Involved	125	77.2
Total	162	100

The majority of the faculty respondents (61.7 percent) had 10 to 30 years of experience. Slightly over one-fourth (26.5 percent) had less than 10 years' experience while the least, (11.7 percent) had more than 30 years of experience. The data show that more than one-third of respondents (37.0 percent) held the rank of Assistant Professor, followed by those with Instructor position (32.7 percent). Those with higher ranks of Associate Professor/Professor reached 30.2 percent. Retirement had reduced the number of professors in the university.

Two-thirds (67.3 percent) of the faculty were master's degree holders while only 12.3 percent were doctorate degree holders. There were still faculty members holding bachelor's degree only (20.4 percent). The data show that majority of the faculty gave importance to the pursuit of graduate education to improve their professional status.

Three-fourths (77.2 percent) of the faculty were not involved in the library committee while less than one-third (22.8 percent) indicated that they were involved.

The respondents' personal profile adequately represents the faculty profile of the university.

Respondents' perceived compliance of ASU library with academic library standards
Compliance with administration

The success of a school library lies on the hand of the library administrators. The planning, organization, formulation and implementation of existing library rules depend on the administrative efficiency of the library staff.

Table 3 shows the result of the study on the respondents' perceived compliance of ASU library with academic library standards in terms of administration.

Data show that a little over one-half (50.6 percent) of the faculty member's perceived ASU library to have fully complied with academic standards in terms of well defined organizational structure of the administration. A little more than one-fourth (29.6 percent) believed that the university library is fully managed by licensed, qualified and competent librarian. Slightly more than one third (38.9 percent) perceived that the university has available library committee. Forty percent (39.9 percent) said a duly approved and widely disseminated library manual is fully complied and that the librarians have participation in academic and administrative activities (30.9 percent). Less than half (48 percent) of the respondents said that the library has full compliance in terms of the directions and supervisions of the operation of the library by the head librarian.

On the average, 2 in every 5 (39.6 percent) of the respondents had a perception that ASU library has full compliance with academic library standards in terms of administration and about the same proportion (41.35 percent) had a perception that the library has adequately complied in terms of administration. Result of AACCUP accreditation shows that the area on library administration received the second highest mean of 4.1 adequately complied. However, other campuses do not have full time licence librarians, on the other hand, moreover, most librarians were advised to finish their Master's Degree.

As stated in the 2005 AACCUP Manual of Accreditation, the College or University library should be administered and supervised by a full-time registered librarian with at least, a master's degree in Library and Information Science under a clearly drawn organizational set-up. In this, it allows and encourages the fullest and most effective use of available library resources. The head librarian may have an academic status (classified as academic non-teaching staff) and actively participates in curricular, instructional and research matters.

The result of this study supports the result of the study of Dorado (2010), on the "Assessment of the Quality Services of Libraries of State Universities and Colleges in Iloilo City," which revealed that the libraries of state universities and colleges in Iloilo City lack administrative support."

Table 3: Distribution of Respondents' Perceived Compliance of ASU Library with Academic Library Standards in terms of Administration

A. Administration	Fairly Complied		Moderately Complied		Adequately Complied		Fully Complied		Total	
	f	%	f	%	f	%	f	%	f	%
A.1. Well defined organizational structure	2	1.2	6	3.7	72	44.4	82	50.6	162	100
A.2. Manage by licensed, qualified and competent librarian	29	17.9	29	17.9	56	34.6	48	29.6	162	100
A.3. Availability of Library Board/Committee	7	4.4	16	9.9	76	46.9	63	38.9	162	100
A.4. Duly approved and widely disseminated library manual	7	4.3	12	7.4	80	49.4	63	39.9	162	100
A.5. Librarian participates in academic and administrative activities	23	14.2	24	14.8	65	40.1	50	30.9	162	100
A.6. The head librarian directs and supervises operation of the library.	19	11.8	12	7.4	53	32.7	78	48.1	162	100
Average	8.97%		10.18%		41.35%		39.67%		100%	

Compliance with Staff/Personnel

The library should have a sufficient number of professional staff to organize and maintain the collection as well as to manage information and reference services for the clientele (AACCUP Manual of Accreditation, 2005). Perception of the faculty regarding the compliance of ASU library with academic library standards in terms of staff/personnel is presented in Table 4.

Less than one-fourth (21.52 percent) of the respondents perceived that the ASU library had fully complied with academic library standards in terms of the five areas under staff/personnel. These five areas include qualifications of staff (23 percent), library staff meets the size of enrolment and other academic requirements of the clientele (22.2 percent), availability of staff development program (22.8 percent), standard compensation and benefits (19.8 percent) and opportunities for the professional growth (19.8 percent).

Republic Act No. 6966, "An Act Regulating the Practice of Librarianship and Prescribing Qualifications for Librarians," or the Philippine Librarianship Act of 1990 where the state recognized the Librarian as a Profession. This was repealed by Republic Act No. 9246 "An Act Modernizing the Practice of Librarianship" that stressed that the competencies are necessary for librarians in order for them to discharge their functions as professional librarians effectively. Moreover, continuing education is being required of them.

Slightly more than one-third (39 percent) had a perception that ASU library has adequately complied with the academic library standards in terms of staff/personnel. AACCUP accreditors, rated the library staff/personnel to have adequately complied with the standard as shown by the mean of 3.5. Casiple's study (1997) as cited by Salazar (2007), found out that the library resources of Paglaum State College were only moderately adequate in terms of library personnel.

It was found out in the study of Gevero (2007), that all libraries of CapSU, its resources, services and programs were managed and operated by competent and educationally qualified librarians, assisted by equally efficient and hardworking library support staff and the library had well-defined organizational structure to which the personnel clearly understand their functions and duties. Additionally, in the study of Laurente (2006), entitled "Extent of Compliance to the Policies and Standards of the Arts and Sciences Program of Private Higher Education Institutions in Western Visayas," it was also found out that the majority of the Higher Education Institutions in Western Visayas, (65.52 percent) complied with the requirements that the librarians should be graduate of library science. Most of the librarians, (86.12 percent) possessed the necessary license and all of them were employed on a full-time basis. Moreover, Francisco (2008) found out that the library personnel of the F. L. Vargas College Library are well qualified and competent in their designated positions and rated as "very good."

Table 4: Distribution of Respondents' Perceived Compliance of ASU Library with Academic Library Standards in terms of Staff/Personnel

B. Staff/Personnel	Fairly Complied		Moderately Complied		Adequately Complied		Fully Complied		Total	
	f	%	f	%	f	%	f	%	f	%
B.1. Staffed with qualified personnel.	13	8.0	49	30.2	62	38.3	38	23	162	100
B.2. Library staff meets the size of enrolment and other academic requirements of the clientele.	16	9.9	29	17.9	81	50.0	63	22.2	162	100
B.3. Availability of staff development program.	15	9.3	42	25.9	68	42.0	37	22.8	162	100
B.4. Library staff enjoys standard compensation and benefits.	12	7.4	46	28.4	72	44.4	32	19.8	162	100
B.5. Provided opportunities for the professional growth of library staff.	47	29.0	83	51.2	32	19.8	32	19.8	162	100
Average	12.72%		30.72%		38.9%		21.52%		100%	

Compliance with collection development, organization, and preservation

The data on the respondents' perceived compliance of the ASU library on collection development, organization, and preservation are reflected in Table 5.

The figures show that exactly the same proportion of the respondents perceived that the collection and services provided by ASU library support the vision/mission, goals objectives of the institutions, and that the collections are

organized according to cataloging and classification standards as fully complied (50.6 percent).

A little more than one half perceived as adequately complied the items on the availability of written collection development policy reviewed by library committee (51.2 percent) and that the quality and quantity of library resources conforms to standards set for particular academic program (59.9 percent), while 51.9 percent perceived that there is a provisions for preservation, general care and upkeep of library resources.

One-fifth and exactly the same proportion of the respondents perceived provision for non-print & electronic resources, and sufficient research books and materials as fully complied by ASU library (21.0 percent). Similarly, almost the same proportion of respondents perceived that 30 percent of library collections are current (22.8 percent) and the quality and quantity of library resources conforms to standards set for particular program (22.2 percent) as fully complied.

Evans (2000) mentioned that the library collection development is the process of meeting the information needs of the people (a service population) in a timely and economical manner using information resources locally held as well as from other organizations, collections developed by librarians and library staff by buying or otherwise acquiring materials over a period, based on assessment of the information needs of the library users.

AACCUP Accreditor, gave the second lowest rating, with a mean of 3.1 (moderately complied) the collection development, professional journals/books were found to be inadequate and not of recent edition.

According to Evans (2000) in addition to ongoing material acquisition, library collection development includes: creation of policies to guide material selection, replacements of worn or lost materials, removal (weeding) of materials.

However, Dorado (2010), found out in her study on the assessment of the quality services of libraries of State Universities and Colleges in Iloilo City that there was an unavailability of collection development policies of libraries of SUCs in Iloilo City.

Agraan (2007) also found out that the students overall rating on the compliance of all the items about their library collection was moderate with a mean of 2.98. Since the overall rating given by the students was equivalent only to a moderate

extent, the librarian should do something about it as it leaves much to be desired for the improvement of the collections.

Further, almost the same proportion of the respondents perceived the following standards as adequately complied by ASU library: that the library board committee participates in selection and acquisition of library resources (46.3 percent); that 30 percent of library collections are current within 10 years (44.4 percent) and the availability of integrated library system (45.1 percent).

According to Verma (2005), librarianship is no longer a book-bound or book-based discipline. The information age demands that libraries integrate all formats of information storage and dissemination in their arsenal. Providing information on a just-in-time basis requires that libraries look increasingly to technology, supported by fast reliable and cheap means of communication. Points of service need to be networked with each other as well as with clients who wish access to a particular bit or bite of information.

Almost one-half (48 percent) of the respondents perceived that the ASU library adequately complied with the standards, while about one-third (31.4 percent) of the respondents has a perception that ASU library has fully complied with academic library standards in terms of collection development, organization, and preservation.

The result does not support the result of the study of Valguna (2011) in her study entitled "Compliance with the Department of Education Library Standards among Secondary School Libraries in the Division of Bacolod City," which revealed that there is a 64percent full compliance of private schools and 12 percent full compliance of public school on organization and maintenance of holdings. Private school libraries have fully complied with the standards and public schools, none.

Table 5: Distribution of Respondents' Perceived Compliance of ASU Library with Academic Library Standards in terms of Collection Development, Organization, and Preservation

C. Collection Development, Organization, and Preservation	Fairly Complied		Moderately Complied		Adequately Complied		Fully Complied		Total	
	f	%	f	%	f	%	f	%	f	%
C.1. Availability of written Collection Development Policy reviewed by library board/committee.	11	6.8	14	8.6	83	51.2	54	33.3	162	100
C.2. Collection and services support the vision/mission, goals and objectives of the institution.	5	3.1	11	6.8	64	39.5	82	50.6	162	100
C.3. Library board/committee participates in selection and acquisition of library resources.	5	3.1	15	9.3	75	46.3	67	41.4	162	100
C.4. 30 % of library collections are current with copyright within 10 years.	9	5.5	44	27.2	72	44.4	37	22.8	162	100
C.5. Provision for non-print and electronic resources.	16	9.9	51	31.5	61	37.7	34	21.0	162	100
C.6. Provision of sufficient research books and materials	11	6.8	27	16.7	90	55.6	34	21.0	162	100
C.7. Maintains extensive Filipiniana collection.	11	6.8	14	8.6	88	54.3	49	30.2	162	100
C.8. Collections are organized according to cataloging and classification standards.	4	2.5	8	4.9	68	42.0	82	50.6	162	100
C.9. Availability of Integrated Library System.	21	13.6	36	22.2	73	45.1	31	19.1	162	100
C.10. Provisions for preservation, general care and upkeep of library resources.	2	1.2	22	13.6	84	51.9	54	33.3	162	100
C.11. The quality and quantity of library resources conforms to standards set for particular academic program.	9	5.5	20	12.3	97	59.9	36	22.2	162	100

Compliance with Services and Utilization

Data in Table 6 presents the distribution of respondents on their ratings regarding the perceived compliance of the ASU library with academic library standards in terms of services and utilization.

The result shows that 73 percent of the respondents perceived as fully complied by ASU library on the items that open for at least 55 hours a week. The fact that ASU library is open from 7:00 in the morning up to 5:00 in the afternoon from Monday to Saturday (no noon break). Only one-half (50.0 percent) of

the respondents perceived the availability of staff during library hours to serve users as fully complied. Less than 40 percent perceived the ASU library to have fully complied in the following areas: Lending policies are fair and extended to all users (38 percent); promotes and disseminates its program regularly (33.3 percent); adopts system which provides greater access to collection and services (29 percent); computer lending and returning of materials (21 percent). When it comes to computerized cataloging, online access catalogue, internet searching, and CD-ROM services, less than 20 percent had a perception that services and utilization of the library in this aspects was fully complied.

On the average, less than one third (31.3 percent) of the faculty of ASU perceived the library to have fully complied in terms of services and utilization. Accreditors found the library services and utilization to be adequate as shown by the mean of 3.8.

The result supports the result of the study of Francisco (2008), at the F. L. Vargas College Library in Tuguegarao Campus that overall evaluation of the library services as rated by the faculty and students was “good.” Out of the seven items under library resources, four items were rated “very good” since the needs and demands of the students and faculty members were really met on the following items: that the library is open 54 hours a week; services of the librarians are available during library hours.

Internet searching was perceived by the respondents' as fairly complied with 31.5 percent by the ASU library as well as Online Public Access Catalog by 41.4 percent and computer lending / returning of materials by 41.9 percent since the library is not yet automated. The data conform to the result of

the study of Francisco (2008) that the overall rating of library services was good” because the library practices the closed shelf system, no internet searching in the library, no xerox machine, viewing and listening facilities.

Further, almost half of the respondents perceived as adequately complied the items that the library adopts a system which provides greater access to collection and services (45.7 percent) with almost the same proportion on lending policies are fair and extended to all users. This conform with the result of the study of Gevero (2007) in CAPSU which revealed that the school library services offered maximum library hours and adapted an open-shelf system that provided a greater access to the collections and services.

The data further show that nearly one-third and almost the same proportion of the respondents had a perception that ASU library has fully complied (31.3 percent) and adequately complied (33.26 percent) with academic library standards in terms of services and utilization, while only one-fifth of the respondents perceived that ASU library has fairly complied with the standards.

The result of the study corroborates the findings of Agraan (2007) which revealed that in terms of the library’s utilization, the Altersgate College High School Science Library was evaluated by both the students and teachers as complying with standards to a moderate extent, as shown by an overall mean score of 2.92. The evaluation indicates that there is still need for improvement. According to Agustero (2009), the library should strive, as far as possible, to enhance information access through networking, resource sharing, online information services, and use of technological advances.

Table 6: Distribution of Respondents' Perceived Compliance of ASU Library with Academic Library Standards in terms of Services and Utilization

D. Services and Utilization	Fairly Complied		Moderately Complied		Adequately Complied		Fully Complied		Total	
	f	%	f	%	f	%	f	%	f	%
D.1. Availability of staff during library hours to serve users.	2	.12	10	6.2	69	42.6	81	50.0	162	100
D.2. Open for at least 55 hours/week.	6	3.7	5	3.1	33	20.4	118	72.8	162	100
D.3. Adopts system which provides greater access to collection and services.	8	4.9	33	20.4	74	45.7	47	29.0	162	100
D.4. Promotes and disseminates its program regularly...	6	3.7	13	8.0	89	54.9	54	33.3	162	100
D.5. Library Integrated System provides the following:										
D.5.1.Computerized cataloging	62	29.3	20	12.3	48	29.6	32	19.8	162	100
D.5.2.Online Public Access Catalog	67	41.4	21	13.0	43	26.5	31	19.1	162	100
D.5.3. Internet searching	51	31.5	48	29.6	31	19.1	32	19.8	162	100
D.5.4.Computer lending/returning of materials	68	41.9	19	11.7	41	25.3	34	21.0	162	100
D.5.5.CD-ROM services	62	38.3	52	32.1	31	19.1	17	10.5	162	100
D.6. Lending policies are fair and extended to all users.	7	4.4	14	8.6	80	49.4	61	37.7	162	100

Compliance with physical set-up and facilities

PAASCU states that for an effective management of the library, the head librarian’s office is visible and accessible to the clientele at all times. Lounge room and space for library staff for better working conditions for privacy and for their personal comfort must be provided a space and feasible ramps for the physically handicapped. A functional standard of equipment and furniture is well furnished and arrange to prevent traffic to the clientele. Rader (2007), added that the space and other required facilities to students for research activities in the library should be well planned and also provides secured and adequate space conducive to study and research with suitable environmental conditions for its services.

Table 7 presents the distribution of respondents according to their ratings on their perceived compliance of ASU library on academic library standards in terms of physical set-up and facilities. The data show that among the items on the standards in physical set-up and facilities, the library was strategically located and accessible was perceived by nearly half of the respondents as fully complied with (46.9 percent) while the availability of newspaper racks was fully complied according to 37.0 percent of the respondents while exactly one-half (50.0 percent) said that the library is well-lighted.

Gevero (2007) in her study of which CAPSU library also revealed that Burias, Dumarao, Mambusao Poblacion, Pilar, Pontevedra and Roxas City libraries were strategically located,

spacious and systematically planned library building to cater to the needs of students, faculty members and as well as the community.

According to Uyedum (2006), there is no doubt that an inadequate number of physical facilities such as reading chairs and tables as well as lighting system could result to low level of use of the Nigerian University libraries by the undergraduate studies. In other words, in view of the users' requirement for provision of conducive reading environments in University libraries in order to enhance learning and research in Universities, it is therefore necessary to investigate the extent to which physical facilities influence the use of the University libraries by the undergraduate students in federal University libraries in Nigeria.

The data further show that nearly half and almost the same proportion of the respondents perceived that ASU library adequately complied with the following items that the library: has systematically planned structures to allow future expansion (45.1 percent), meets the required furniture and equipment (47.5 percent), and has adjustable/movable shelves (46.9 percent), while only a little over one-fourth (25.9 percent) said on the availability of ramps for disabled person.

The results corroborate with AACUP manual (2005) stated by Gevero (2007), that the space and facilities for college or a university library is adequate and appropriate, accessible to the students and faculty for its strategic location and functionally designed to allow future rearrangement and expansion. A separate library building is ideal. This is to keep the library open longer than the rest of the school for its outside entrance to isolate from the remainder of the building.

Further, a little over one-third of the respondents perceived dictionary stand (40.7 percent), atlas stand (41.4 percent), books racks (40.1 percent) & typewriter (41.4 percent) as adequately complied by ASU library.

In Francisco's (2008) general evaluation of faculty and student-respondents on the physical facilities of F. L. Vargas

College Library it was found that facilities was "fair" which shows that there is still a great need for improvement. It implies that it does not meet the conditions or standard provided in the PACU-COA (n.d.) library evaluation criteria.

It was found out that F.L. Vargas college library lacks atlas stand, map stand and xerox machine. It also lacks necessary audiovisual equipment like cassette tape player, DVD player, sound system and other notebook resources.

Exactly the same proportion (35 percent) of the respondents perceived academic library standards in terms of physical set-up and facilities as adequately-fully complied by ASU library. One-fourth (25 percent) of the respondents perceived it as moderately complied, while only 6 percent has a perception that ASU library has fairly complied with academic library standards in terms of physical set-up and facilities.

Accreditors found this service of the library to have been fully complied with the standard, as evidenced by the mean rating of 4.6, the highest among the different areas on the library.

The result of this study is similar to the study of Agraan (2007), which found out that the Aldersgate College High School Science Library as evaluated by the students and faculty has moderately complied with the standards on physical set-up and facilities. Hence, there are specific standards that were complied with to an "extensive" extent (or above average) namely: a) the library can serve 10 percent of the enrolment (35-40 students) at a time, and b) the library provides atmosphere conducive to reading and study. On the other hand, the library complied with the following only to a little extent; library equipment with comfortable functional and properly space furniture. All the other specific standards were complied with was one extensive seating capacity. The furniture and equipment were rated by the students and faculty as above average as shown by the mean of 4.00, respectively. It shows that the furniture and equipment listed were present except a computer with printer.

Table 7: Distribution of Respondents' Perceived Compliance of ASU Library with Academic Library Standards in terms of Physical Set-up and Facilities

E. Physical Set-up and Facilities	Fairly Complied		Moderately Complied		Adequately Complied		Fully Complied		Total	
	f	%	f	%	f	%	f	%		
E.1. Strategically located and accessible.	5	3.1	10	6.2	71	43.8	76	46.9	162	100
E.2. Systematically planned structures to allow future expansion.	5	3.1	27	16.7	73	45.1	57	35.2	162	100
E.3. Meets standard requirements considering present enrolment and future expansion.	9	5.5	29	17.9	78	48.1	46	28.4	162	100
E.4. Accommodates at least 5% of total enrolment.	7	4.3	31	19.1	70	43.2	54	33.3	162	100
E.5. Space for print & electronic resources	15	9.3	57	35.2	58	35.8	32	19.8	162	100
E.6. Librarians' office, staffroom, etc.	8	5.0	35	21.6	66	40.7	53	32.7	162	100
E.7. Ramps for disabled person.	38	23.4	38	23.5	42	25.9	44	27.2	162	100
E.8. Meets the required furniture and equipment	1	0.6	47	29.0	77	47.5	37	22.8	162	100
E.9. Availability of the following furniture and equipment:										
E.9.1. adjustable/ movable shelves	4	2.5	28	17.3	76	46.9	54	33.3	162	100
E.9.2. magazine display shelves	2	1.2	31	19.1	67	41.4	62	38.3	162	100
E.9.3. newspaper racks	3	1.8	40	24.7	59	36.4	60	37.0	162	100

Table 8: Continuation

E. Physical Set-up and Facilities	Fairly Complied		Moderately Complied		Adequately Complied		Fully Complied		Total	
	f	%	f	%	f	%	f	%		
E.9.4. standard tables and chairs	7	4.3	30	18.5	65	40.1	60	37.0	162	100
E.9.5. carrels for individual study	4	2.5	24	14.8	73	45.1	61	37.7	162	100
E.9.6. desk and chairs for staff	2	1.2	23	14.2	74	45.7	63	38.9	162	100
E.9.7. charging desk	6	3.7	33	20.4	64	39.5	59	36.4	162	100
E.9.8. dictionary stand	9	5.5	66	40.7	31	19.1	56	34.6	162	100
E.9.9. atlas stand	17	10.5	67	41.4	30	18.5	48	29.6	162	100
E.9.10. bulletin boards and display cabinets	5	3.1	33	20.4	60	37.0	64	39.5	162	100
E.9.11. vertical file cabinets	8	4.9	77	47.5	24	14.8	53	32.7	162	100
E.9.12. book racks	13	8.0	65	40.1	27	16.7	57	35.2	162	100
E.9.13. map stands/ cabinets	19	11.7	72	44.4	26	16.0	45	27.8	162	100
E.9.14. filing equipment	12	7.4	74	45.7	25	15.4	51	31.5	162	100
E.9.15. typewriter	16	9.9	67	41.4	24	14.8	55	34.0	162	100
E.9.16. computer with printer	28	17.1	58	35.8	21	13.0	55	34.0	162	100
E.10. The library is well-lighted	1	0.6	9	5.6	71	43.8	81	50.0	162	100
E.11. The library is well-ventilated.	1	0.6	19	11.7	64	39.5	78	48.1	162	100
E.12. Conducive place for learning.	1	0.6	11	6.8	74	45.7	76	46.9	162	100
E.13. Employs system for security and control of library resources.	8	4.9	30	18.5	64	39.5	60	37.0	162	100
E.14E. Availability of fire extinguisher and fire alarm.	3	1.8	25	15.4	70	43.2	64	39.5	162	100
E.15. Provision for Acquisition and Utilization of IT software and multimedia equipment.	14	8.7	52	32.1	66	40.7	30	18.5	162	100
Average	5.56%		24.86%		34.76%		34.79%		100%	

Compliance with financial support

The academic institution has the same obligation for the support of the learning resource center program as it does for any other facet of the institutional program. It is reasonable to assume that the level of support will be the same for all phases of the program (Bureau of Elementary Education Memorandum). Funds are provided on an annual basis for the purchase of materials for the collections, supplies, and for upkeep and repair of materials. In addition, there is annual money available for the purchase of professional materials for teacher’s use. As the need arises, funds are provided for new furniture and equipment. A realistic and sufficient funding is needed to keep the library delivery system effective and professionally administered.

The data show that a little more than one-half (54.3 percent) of the respondents perceived that the institution’s allocation of a budget for the library as adequately complied by ASU library and 51.2 percent perceived the same level in terms of head librarian and staff prepare and manage annual library budget, while a little more than two-fifths (42.6 percent) perceived that other sources of financial assistance are sought as fairly complied. Exactly the same proportion (30.2 percent) on the items: the head librarian and staff prepare and manage annual library budget and all funds for library resources and services

are utilized and properly audited are perceived by the respondents as fully complied by ASU library.

The results is in contrast with the result of the study of Salazar (2007), citing Casiple (1997) which found that the library resources of Paglaum State College were complied with only to a slight extent in terms of budgetary appropriation as well as library development fund. There was a need for a more thorough and more responsive development program. Sufficient budgetary allocation was necessary for the improvement of the school library, both in terms of personnel employment and acquisition of library books and materials.

Only a little more than a quarter (29.3 percent) of the respondents believed that there is full financial support of the ASU library which is part of academic library standards. While, only 44 percent believed that there is adequate financial support from the administration.

This is affirmed by the accreditors, who gave a mean rating of 3.5 or adequately complied.

The study of Gevero (2007), found out that the CapSU Pontevedra and Roxas City libraries have substantial financial support for their growth and development. Although in most libraries, the head librarian was given free hand budget preparation and management for the library fees and funds were allocated for the purpose, yet, it was not substantial.

Table 9: Distribution of Respondents' Perceived Compliance of ASU Library with Academic Library Standards in terms of Financial Support

F. Financial Support	Fairly Complied		Moderately Complied		Adequately Complied		Fully Complied		Total	
	f	%	f	%	f	%	f	%	f	%
F.1. The institution allocates budget for the library.	6	3.7	21	13.0	88	54.3	47	29.0	162	100
F.2. The head librarian and staff prepare and manage annual library budget.	4	2.5	26	16.0	83	51.2	49	30.2	162	100
F.3. All funds for library resources and services are utilized and properly audited.	3	1.8	31	19.1	79	48.8	49	30.2	162	100
F.4. Other sources of financial assistance are sought.	13	8.1	69	42.6	35	21.6	45	27.8	162	100
Average	4.03%		22.67%		44%		29.3%		100%	

Compliance with linkages

The library is actively involved in sharing resources, networking with other institutions through inter-institutional consortium and other ways to optimize the use of resources. They see to it that the library is at the mailing list of an organization or foundation. He or she is familiar with professional librarian association and other educational organization in developing the ideals and services of librarianships.

As revealed in Table 9, less than 20 percent perceived the ASU library to have fully complied with academic standard in terms of linkages. Less than 50 percent indicated that linkages were adequately complied by ASU library. Exactly the same proportion (40.7 percent) of the respondents perceived that ASU library has linkages with other institutions as adequately complied and consortia, networking, resource-sharing, etc. with other institutions as moderately complied, while only a little over 13 percent (13.6 percent) as fully complied. The item that the library is on the mailing list of other agencies, foundations, etc. for exchange of resources is perceived by the respondents as adequately complied (45.1 percent).

Kohl (2005), as cited by Shiv (2005), emphasized that "landmarks" of cooperation in this century include joining a consortium; integrating access to resources through both cataloging and circulation; providing for both physical delivery and virtual access; and finally, integrating collection development into the cooperative program. He noted that cooperative collection development is the last step in the information of a library-shared resources program. His analysis of the realities of trying to establish the "shared collection" in terms of future collection decision at the local level is a salutary presentation of the "real world" of inter-institutional resource sharing as a planned activity and its integration into collection development.

On the average, about 40 percent (41.17 percent) had a perception that ASU library adequately complied with academic library standards in terms of linkages. Only 15 percent of the respondents perceived that linkages was fully complied.

The same rating was made by accreditors who rated the linkages of the library to be fair with a mean of 2.6. This is the lowest rating among different areas.

Agustero (2009), mentioned that the institutional funds are inadequate; other ways of augmenting the library's financial resources shall be explored. These include endowments and donations and participation in exchange programs and consortia or cooperative projects. To enhance its collection and reduce costs, the library shall initiate

5. Summary, conclusions and recommendations

Conclusions

Based on the findings, the following conclusions are drawn: Most of the faculty members of ASU see the university library as adequately compliant with the standards particularly in the areas of administration, staff/personnel, collection development, organization and preservation, services and utilization, physical set-up and facilities, financial support, and linkages, while two-fifths believed there is full compliance.

Respondents' perception on the compliance of ASU library with the standards varied significantly according to civil status, area of specialization, and involvement in library committee. Specifically, the perception of the respondents on

the level of compliance of the library in terms of staff/personnel with the standard is dependent on their area of specialization, length of work experience, academic rank and involvement in library committee.

Area of specialization and involvement in library committee influenced the perception of respondents on the compliance of ASU library with the standards in terms of collection development, organization and preservation. The longer a teacher has served the university the better their perception of the library's compliance to standards with collection development, organization and preservation.

The respondents' perception on the level of compliance of ASU library with the standards in terms of services and utilization significantly vary according to length of work experience, academic rank, and highest educational attainment. The longer a teacher's work experience in ASU, the higher his/her rank, and educational attainment, the better is his/her perception on the library's level of compliance of ASU library with the standards in terms of services and utilization

The respondents' area of specialization, academic rank and highest educational attainment are also contributory to their perception on the compliance of ASU library with the standards in terms of physical set-up and facilities. Faculty who handled Architecture & Engineering and Industrial Technology have better perception compared to those handling other programs. Associate Professor/Professor, and with doctorate degrees have more favorable perceptions on compliance of ASU library compared to those with lower academic ranks & with lower educational attainment. The respondents' perception on the level of compliance of the library in terms of financial support is not dependent on any of their personal factors.

Respondents' area of specialization affected their perceived level of compliance of ASU library with the standards in terms of linkages. Faculty members teaching Management Science & Information Science were more likely involved in linkages, thus, they have better perceptions of ASU compliance with the standards compared to those teaching in the other areas.

Recommendations

Based on the significant findings and conclusions drawn from the study, the following recommendations are presented:

1. The librarians must be encouraged to finish their master's degree in order for the library administration to be fully compliant to the standards.
2. There is a need to increase the number of licensed and qualified librarians to meet the increasing student population.
3. The university is highly encouraged to increase its library collection, both print and non-print, to support the needs of its clientele and teachers should be informed of this when collection is improved.
4. It is highly recommended that the library administration review its services and utilization in the light of new technology, and do something to further improve library services
5. The physical set-up and facilities must take into consideration the increase in the student's population. With the increasing population of the university, expansion of the library area to accommodate all students who wish to use the library should be given priority. A

budget for this purpose must be allocated the following year.

6. The library should explore more linkages and networking with both private and public organizations. Through this, sharing of library resources, who had been done in the past, should be revived, but improved to be able to serve more individuals in the community.
7. Further studies must be conducted to determine the gap between the ideal status and present level of compliance of the library in terms of administration, staff/personnel, collection development, organization and preservation, physical set-up and facilities, financial support and linkages, to the standards set. Moreover, other groups of respondents, from another setting may also be studied.

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