
**STATUS OF LIBRARIES IN THE FIRST AND SECOND
LEGISLATIVE DISTRICTS OF LEYTE**

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Abstract

This paper presents the status of the 49 libraries in the first and second legislative districts of Leyte. It specifically discusses the profile of these libraries in terms of administration, library collection, services, budget, staff and physical facilities. In addition, it assessed the compliance of these libraries with the standards set forth in the Standards for Philippine Libraries (SPL), taking into account the different aspects previously mentioned. The descriptive method of research was employed. The data were gathered through questionnaires, interviews and library visits. The results showed that none of the libraries have fully complied with the standards specified in the SPL. A majority of the libraries lack qualified personnel to manage these libraries. Most of the libraries, especially school, and public libraries have weak and inadequate print and non-print collections. In addition, the services provided by these libraries were limited. Most libraries have inadequate facilities, including those for information and communication technology (ICT) and for control and security measures. Moreover, a number of libraries still experience budgetary limitations, which constrains their efforts to improve its current state.

Keywords: academic libraries, school library media centers, public libraries, special libraries, library standards, Leyte

Introduction

Libraries, regardless of type and clientele, generally serve as information centers. They house different information sources, and provide physical and intellectual access to these with the aim of satisfying the information needs of their clients. In order to achieve this end, library *inputs* such as the

library collection, facilities, and financial resources must be adequate enough to support the needs of the users. In addition, library staff should possess at least the minimum qualifications as well as the necessary skills and knowledge to function efficiently. Moreover, the services offered must be relevant and efficient enough to support the information needs of their patrons. Hence, assessments and evaluations of libraries are being done to check whether libraries satisfy these minimum requirements, which would somehow indicate their competitiveness and preparedness.

Assessments and evaluations, as stated earlier, are means to check whether or not the libraries are able to render quality service coupled with the provision of relevant collection to their clientele. Such mechanisms provide information on the strengths and weaknesses of libraries, thus providing clue as to what further steps could be taken to improve their existing condition. Moreover, the results of such measures could also render judgement as to the value and the quality of the library.

Several studies in the past, both local and foreign, have acknowledged the importance of performing such measures. Local examples of these studies include that of Sanchez (1940) and that of David (1974), which can also be considered two of the earliest attempts to explore the conditions of the libraries in the Philippines. The former attempted to give light on the existing conditions of the libraries of the public elementary schools in the Philippines by evaluating these libraries against the standards set by the American Library Association (ALA) as there were no standards for Philippine school libraries during that time. The latter looked into the status of the provincial and the city libraries in the Philippines, with the aim of updating information on this subject as its researcher was then the assistant chief of the Extension Division of the National Library of the Philippines. Both of the aforementioned studies exposed the sad state of the libraries in the Philippines at the time of their conduct, noting that a majority of the libraries studied had limited budget and did not have adequate collection and facilities.

As time progressed, several more analogous researches submitted to the University of the Philippines School of Library and Information Studies (UP SLIS) had followed suit. In the context of public libraries, some of the noteworthy studies include those of David (1998), Basa (2005), Alberto (1996), Dizon (1997), Espinoza (2003), Ticzon (2007) and Santillan (2010). As for studies focusing on school libraries, the prominent ones include those of Macabata (1991), of Acleta (1996), and of Lisondra (2001). As regards academic libraries, the studies of Conejo (1998) and of Reyes (2010) factor in. Although a number of these studies revealed the favorable conditions of some libraries, a majority of these still brought to light the poor conditions of most libraries in the Philippines. It should be noted that as soon as local standards for different types of libraries have been set, it has become a common practice to use these existing standards as basis for evaluating libraries as what has become evident in the studies of Lisondra (2001), Mabalot (2010), Reyes (2010), among others. This somehow reinforces the proposition that evaluation and standards “always go hand in hand” (Obille, 2007, p. 109).

Furthermore, an in-depth examination of the theses submitted to UP SLIS (including those

mentioned in the previous paragraphs) would suggest that studies focusing on the libraries in the localities and in the outlying barrios in the southern part of the Philippines have been rarely conducted. This was also one of the observations of Totanes (2006), which he pointed out in his paper on the study of theses on public school libraries submitted to the said school. In the said research, 19 theses were studied, and that most of the studies were conducted on schools based in Metro Manila.

As evident from the observations above, it can be said that there is a lack of information regarding the situation of the libraries in the other provinces of the Philippines, most importantly in the Visayas and in Mindanao. In this regard, the researcher conducted this study that would provide a real picture of the libraries in other parts of the Philippines. However, due to time and financial constraints, it was limited to the libraries in the first two congressional districts of the province of Leyte. Unlike most of the studies mentioned earlier, this study covered all the four types of libraries. In addition, it sought to determine the status of these libraries in terms of administration, collection, services, budget, staff, and physical space and facilities. The libraries were then evaluated using the Standard for Philippine Libraries, which was formulated by the Professional Regulatory Board for Librarians (PRBFL).

Leyte

Leyte is one of the provinces that comprise Eastern Visayas (Region VIII). It is bordered on the north by the island province of Biliran, and on the south by the province of Southern Leyte. With an area of 6,313.33 square kilometers, it is ranked as the 14th in size among the provinces in the Philippines. It has a total population of 1,567,984, and 90% of which resides in rural areas or countryside. It is politically divided into five (5) congressional districts of 40 municipalities and three (3) cities, with 1,503 registered barangays. Its capital is the city of Tacloban where most political and economic activities take place.

It is interesting to note that Leyte is one of the provinces which in 2013, was hardly hit by one of the strongest tropical cyclone to make landfall in Philippine history, that is Typhoon Yolanda (international name: Haiyan). Aside from houses and government infrastructures, libraries were also affected, some were either slightly or moderately damaged, while many were totally damaged. In addition, the impact was not just limited to the structures of the library building. Library collections as well as library equipment were damaged by the flood brought about by the storm surge during the onslaught of the typhoon. Hence, it is also the aim of this study to investigate what had happened to these libraries more than two years after the typhoon's onslaught.

Standards for Philippine Libraries

The Standards for Philippine Libraries (SPL) was formulated by the Professional Regulation Commission (PRC) through the Professional Regulatory Board for Librarians (PRBFL), with the aim of producing standards for all types of libraries—school, academic, public and special. It also seeks to improve the collections and services of libraries in the Philippines, which would also help enhance the

status of the libraries, as well as of the library profession in the country.

Contrary to other standards, the Standards for Philippine Libraries covers all types of libraries. It provides guidelines regarding the administration and management of libraries, as well as qualitative and quantitative standards for library collection, services, staff, and physical facilities.

It has provisions with regard to the administration of libraries. It indicates who shall bear the responsibility of the overall supervision of the library operations. In addition, it also specifies the minimum qualifications for a head librarian or library administrator in terms of expertise, educational attainment, professional qualification, among others. Moreover, it also states what responsibilities are vested upon the administrator. Adherence to such guidelines guarantees smooth library processes and procedures.

It provides quantitative measure for the evaluation library collection. This serves as a guide in determining whether the collection is adequate enough to support the information needs of the library clients. An example of an indicator of the adequacy of collection is the numerical minimum requirement of book titles. It should be pointed out that the quantitative measures for collection vary depending on the type of library. For instance, the numerical minimum requirement of book titles deemed adequate for academic libraries is different from that of school libraries. Other quantitative measures include the numerical minimum requirement for other materials such as periodicals, journals, audiovisual, and electronic materials which somehow determines the richness of the collection.

SPL also provides bases for the determination of the adequacy of library staff and the appropriateness of these personnel in terms of educational qualifications. As for facilities, it only enumerates several facilities and equipment which libraries are recommended to provide. As for services, it only lists a number of services that libraries are expected to provide.

Methodology

A total of 49 libraries from the 1st and 2nd legislative districts of Leyte was subjected to this study. These institutions (see Table 1) were visited by the researcher personally from March to April 2016. Questionnaires were handed out to each library administrator. In addition, interviews were also conducted with them.

Table 1

Respondent Libraries

Primary and Secondary Schools	Academic Institutions
<ol style="list-style-type: none"> 1. Alangalang I Central School 2. AP Marcos Memorial High School 3. Bethel International School 4. Burauen National High School 5. Carigara National High School 6. Carigara National Vocational High School 7. Dagami South Central School 8. Dulag National High School 9. Holy Cross College of Carigara High School 10. Julita National High School 11. Justinbaste Remandaban National High School 12. Leyte National High School (LNHS) 13. Leyte Progressive High School 14. Liceo del Verbo Divino (LVD) 15. MacArthur National High School 16. Mayorga National High School 17. Philippine Science High School-Eastern Visayas 18. Sacred Heart College High School 19. Tanauan National High School 20. Tolosa National High School 21. Tunga National High School 	<ol style="list-style-type: none"> 1. ABE International College of Business and Accountancy 2. Asian Development Foundation College 3. Dona Remedios Trinidad Romualdez Memorial Foundation 4. Dr. Vicente Orestes Romualdez Educational Foundation 5. Eastern Visayas State University-Tanauan Campus 6. Eastern Visayas State University-Carigara Campus 7. Holy Cross College of Carigara 8. Leyte Normal University 9. St. Paul's School of Professional Studies (SPSPS) 10. University of the Philippines Visayas-Tacloban College 11. Visayas State University-Alangalang Campus 12. Visayas State University-Tolosa Campus
Local Government Units (LGUs)	Private and Government Institutions
<ol style="list-style-type: none"> 1. Province of Leyte 2. Municipality of Alangalang 3. Municipality of Capococan 4. Carigara Municipal Library 5. Municipality of Dulag 6. Municipality of Julita 7. Municipality of Mayorga 8. Municipality of Tabontabon 	<ol style="list-style-type: none"> 1. Ecosystems Research and Development Bureau (ERDB)-Biodiversity, Coastal, Wetlands and Ecotourism Research Center (BCWERC) 2. Department of Health Regional Office VIII 3. Department of Science and Technology Regional Office VIII 4. National Economic Development Authority Regional Office VIII 5. National Maritime Polytechnic 6. Philippine Statistics Authority Leyte Provincial Office 7. Regional Trial Court-Tacloban City Branch 8. Technical Education and Skills Development Authority (TESDA) Regional Office VIII

Results and Discussion**Administration**

In so far as library administration is concerned, SPL requires that libraries (in general), shall be managed by a professional librarian, who is a holder of a license issued by PRC. It should be noted that, as regard to academic libraries, it specifically requires libraries of this type, to be managed by a librarian who is at least a holder of a master's degree in library and information science (LIS) (for college libraries), or who obtained the said degree and preferably pursuing a doctorate degree in any program (for university libraries). The former criterion is applicable to 11 academic libraries included in the study, while the latter is only applicable to one respondent academic library. Interestingly, only

two academic libraries met this requirement.

Table 2 shows the breakdown of libraries administered by licensed librarians, and those that are not. As can be observed, 26 libraries or a majority of the respondent libraries are run by individuals who are not licensed to practice librarianship. Only nine academic libraries, five school libraries, two public libraries and three special libraries are managed by professional librarians. Only these 19 libraries (42.2%) met the requirement set forth in SPL with regard to library administration. It is interesting to note that only 45 libraries (instead of 49) are included in this evaluation as four libraries (all special libraries) do not have a full-time library staff, and are instead assigned with a focal person from their respective parent institutions who shall attend to visitors needing assistance.

Table 2

Eligibility of Library Heads/Administrators

Qualifications	Number of Libraries				Grand Total
	Academic	School	Public	Special	
Licensed Librarian	9	5	2	3	19
Non-licensed	3	16	6	1	26
Total	12	21	8	4	45

Library Collection

It can be said that the collection of materials of various formats (e.g. print, non-print and electronic) is the most important component of a library as it “more or less tell us its worth” (David, 1998, p. 42). It is, therefore, necessary to check whether or not the collection is relevant enough to the information needs of the library clients, or at the very least, to determine whether or not it is adequate in number by using standards as basis for evaluation.

Print Collection

With regard to the core book collection of a library, SPL provides a numerical minimum requirement of book titles/volumes for academic, school and public libraries in relation to the number of enrollment (for academic and school libraries) or to the classification of the locality (region, province, municipality, etc.) where the public library is located.

As regard to academic libraries, it requires that a core collection of 5000 “well selected titles” shall be provided by college libraries, while 8,000 titles shall be provided by university libraries. Among the 12 academic libraries included, 11 are college libraries and one is a university library. The lone university library and five college libraries were able to meet the said standard for book collection size.

Meanwhile, SPL recommends school libraries to have a minimum book collection size of 3,000 book titles for the elementary level, and 5,000 titles for the secondary level. Eighteen school libraries provided information on the number of their book titles, and of this number, two libraries cater to primary level students, while 13 libraries cater to secondary level student. It should be noted that three libraries cater to students from both levels, hence, both criteria were applied to them. Results showed that only seven school libraries are at par with the standard for core book collection size.

In general, 24 libraries or a majority (n=43) have a book collection of 5,000 titles or less. Only 16 libraries have a book collection of more than 5,000 titles. No evaluation regarding the size of book collection of the [respondent] public libraries was made as no information on the number of volumes of books was provided by these libraries. Instead, these libraries maintain a record that contains the number of book titles they have (see Table 3).

Table 3

Core Book Collection Size of the Respondent Libraries

Number of Book Titles	Academic	School	Public	Special	Grand Total
1-500	2	2	2	1	7
501-1000		2			2
1001-2000	1	4		2	7
2001-3000			2		2
3001-4000	2		1		3
4001-5000		3			3
5001-6000	2		1		3
6001-7000		1			1
8001-9000	1	1			2
9001-10000		1	1		2
12001-13000			1		1
15001-16000		2			2
18001-19000	1				1
20001-21000	2*				2
21001-27000		2			2
Total	11**	18***	8	3****	43

*Of these two libraries, one is a college library, while the other one is a university library.

**Only 11 academic libraries provided information on the number of book titles they have.

***Only 18 school libraries provided information on the number of book titles they have.

****Only three special libraries provided information on the number of book titles they have.

As regard to periodical titles, SPL requires that an academic library shall have 50 titles if its

enrollment is less than a thousand students, 75 titles if the enrollment ranges from 1,001 to 3,000 students, or 100 titles if the enrollment is more than 3,000 students. Only 10 academic libraries met this requirement. Meanwhile, SPL requires school libraries to subscribe to 15 titles of general interest magazines, 10 titles of professional journals, three titles of newspaper (national coverage), and one title of newspaper (local coverage). None of the respondent school libraries met the minimum number of general interest periodical titles recommended for school libraries. Only three libraries (14.29%) have met the minimum recommendation for the number of professional journal titles and newspaper titles on national coverage. Meanwhile, only four libraries (19.05%) have met the minimum recommendation for newspaper titles on local coverage.

Non-Print Collection

An ideal library collection is composed of a wide variety of formats, including non-print materials and electronic resources. However, it can be observed that a majority of the respondent libraries have limited non-print and electronic resources (see Table 4). In fact, only four libraries have e-journals, while only three libraries have e-books. Twenty-three libraries have maps in their collection, and most of these are school libraries. In addition, only 23 libraries have globes. Other resources available in the respondent libraries are video recordings, sound recordings, DVDs, CDs, board games and toys. It should be noted that SPL states that libraries shall provide their users non-print resources and electronic/digital resources. Only a minority of the libraries were able to meet this requirement.

Table 4

Non-Print Resources of the Respondent Libraries

Non-print Resources	Number of Libraries that have the Specific Resource				
	Academic	School	Public	Special	Grand total
E-books	1	2	-	-	3
E-journals	1	2	-	1	4
Video Recordings	1	1	1	-	3
Sound Recordings	2	2	1	-	5
DVD	5	8	1	2	16
CD	8	4	5	3	20
Maps	2	14	5	2	23
Globes	3	-	-	-	3
Board Games	-	1	-	-	1
Toys	-	1	-	-	1

As regard to school libraries, SPL particularly provides numerical minimum requirement for specific types of non-print materials. It requires that each school library shall have one map for each geographic region, one special map (e.g. economic, weather, political, historical), two globes, 100 titles

of video recordings on different subject areas, 200 titles of sound recordings on different types of music, 15 titles of slide sets, 25 titles of transparency sets, 50 titles of electronic resources (e.g. CDs, audiobooks), and a thousand pieces of pictures, charts, study prints, photographs, and other graphic materials. Only one library was able to provide all of these materials. The rest failed to meet this requirement.

Library Classification Used

Organization of library materials is of great importance as it facilitates efficient identification and retrieval of information. This is why SPL recommends library collections to be classified according to universally recognized classification schemes such as the Dewey Decimal Classification (DDC) and the Library of Congress (LC) Classification, among others.

Table 5 shows the breakdown of libraries that adopt a recognized classification system and those that do not. All 12 academic libraries use a recognized classification scheme. In fact, 11 of these libraries use the DDC, while only one library uses the LC Classification scheme. Meanwhile, only nine out of 21 school libraries (42.9%), six out of eight public libraries, and four out of eight special libraries implement DDC. As for libraries that do not follow a recognized classification scheme, they arrange their collections either alphabetically according to author's last name or according to broad subject categories (e.g. Science, Mathematics, English) as evident in most school, and some public and special libraries. This suggests that only 31 out of 49 libraries (63.3%) were able to comply with the standard set forth in SPL as regards to collection organization.

Table 5

Classification Scheme Used by Libraries

Classification Scheme	Number of Libraries Using a Recognized Classification Scheme				Grand Total
	Academic	School	Public	Special	
Dewey Decimal Classification	11	9	6	4	30
Library of Congress	1	-	-	-	1
None	-	12	2	4	18
Total	12	21	8	8	49

Library Catalog

The maintenance of a library catalog is equally important as the implementation of a recognized classification system as these mechanisms ensure efficient information identification and retrieval. Of the 49 respondent libraries, almost half of this number or only 25 libraries maintain a library catalog. Of this number, 13 libraries maintain the card catalog, 8 use the electronic catalog, while 4 maintain catalogs in both formats. A number of libraries used to have their respective card catalogs, however,

these [bibliographic tools] were destroyed by the flood brought about by typhoon Yolanda in 2013. And as of the time the survey was conducted, these libraries were not able to restore their catalogs yet.

Stack System

Six academic libraries (50%), 19 school libraries (90.5%), eight public libraries (100%) and seven special libraries (88%) allow their users to access their respective collections without restrictions. This shelf system is particularly advantageous to libraries with limited personnel as it does not require additional staff to man such arrangement. However, this system may render the collection susceptible to mutilation and theft in the absence of control and security measures such as an electronic surveillance system, among others. This is one reason why some libraries implement a mixed [shelf] system, that allows users to access a specific collection (i.e. regular circulation) freely, while putting restrictions on the accessibility to other collections that are limited in copies, expensive and/or of high value such as reserve books, theses and special collections. Six academic libraries, two school libraries and one special library adopt this type of shelf system.

Table 6

Number of Libraries that Adopt a Particular Shelf System

Shelf System	Academic	School	Public	Special	Total
Open Shelf	6	19	8	7	40
Mixed System	6	2		1	9
Total	12	21	8	8	49

Human Resources

The library staff are also considered among the most important aspects of the library. Their main functions include developing and organizing the library collection as well as providing services to the library clientele. Ideally, a library should be manned by a sufficient number of qualified library professionals together with their support services staff.

Size of Library Staff

In general, only 19 out of 49 libraries have professional librarians composing their library staff (see Table 7). In addition, only 22 libraries have paraprofessional staff or personnel involved in professional work/tasks—those that require technical skills and are specific to the librarianship profession (e.g. cataloging, classification, indexing, acquisition, reference service), but do not have the license to practice. It should be noted that of these 22 libraries, 11 libraries (three academic, two school, five public, and one special) are run by paraprofessionals. Moreover, 32 libraries have clerical staff. Interestingly, 14 school libraries, one public library, and one special library are manned by staff doing clerical tasks only, such as facilitating circulation of books, among others.

Table 7

Library Staff Composition

Tasks	Academic (n=12)	School (n=21)	Public (n=8)	Special (n=8)	Grand Total (N=49)
Professional/Technical	9	5	2	3	19
Paraprofessional	12	3	5	2	22
Clerical	8	15	8	1	32
Technical Staff	-	-	-	-	0
Utility	-	-	-	3	3

Academic Libraries. SPL requires that there shall be one full-time professional librarian and two full-time clerical staff for the first 500 students of the academic institution, and an additional full-time professional librarian for every additional 1,000 students. A majority of the academic libraries included in the study serve at least 1,000 students, which means that these libraries should have at least one professional librarian and two clerical staff. Only four academic libraries have at least two members of the clerical staff. Of this number, only two libraries have met the minimum number of professional librarians stated in the SPL. It should be noted that one academic library was not included in this evaluation as it did not provide enrollment data, which is necessary in computing for the standard number of library staff.

School Libraries. SPL requires school libraries/media centers to have one full-time librarian and support staff for an enrollment of 500 students or less; one full-time head librarian/media specialist, one full-time librarian/media specialist, and two support staff for an enrollment of 1,000 students; one full-time head librarian/media specialist, two full-time librarian/media specialist, and four support staff for an enrollment of 2,00 students; and an additional librarian and two support staff for every additional 1,000 students. Only 20 school libraries provided data on their enrollment, and a majority of these serve at least 1,000 students. This further means that these libraries need to have at least two professional librarians (one should be designated as the head librarian) and two support staff. Only one library met the requirement based on its enrollment. Nineteen libraries (95.24%) failed to comply with the said standard. In fact, all of these libraries are one-person libraries, which means that that only one individual mans the library.

Public Libraries. SPL states that there shall be at least four professional librarians and three support services staff (excluding those holding non-classified positions, e.g., utility workers) for regional, congressional district, provincial and city libraries; at least two professional librarians and adequate support/non-professional staff as needed for public libraries of first-class municipalities; and at least one full-time library staff, one clerk and one utility worker (if funds allow) for public libraries of lower class municipalities and for barangay reading centers. Of the eight respondent public libraries,

seven are public libraries of lower-class municipalities (2nd-5th), while only one is a provincial library. Only one public library (of a first-class municipality) met this standard. The lone provincial library failed to comply with the standard applicable to its type, while all the remaining seven public libraries are at par with the standard on library staff size, as each of these libraries have at least one library staff. It should be noted that of this number, three libraries are one-person libraries, and only one library has a professional librarian comprising the staff.

Special Libraries. Only four out of eight special libraries have a full-time library staff. Of this number, only three libraries have a professional librarian in its staff. Only these libraries met the minimum requirement set forth in SPL as regard the size of library staff, that is one professional [librarian] equipped with the subject concentration of the library (e.g., law, business). It should be pointed out that four libraries that do not have any full-time personnel at all, are assigned with focal persons who take charge of the libraries only when there are outsiders who visit their libraries.

With only two out of 12 academic libraries, one out of 21 school libraries, seven out of eight public libraries, and three out of eight special libraries being at par with the standard on the minimum number of library staff, it can be said that only a minority of the respondent libraries are staffed with sufficient number of library personnel. This further implies that almost all libraries included in the study are understaffed. The lack of sufficient library personnel affects the provision and delivery of library services. For instance, one-person libraries find it difficult to render all the basic functions and services of a library such as indexing, cataloging, and reference service.

Qualifications of the Library Staff

Academic Libraries. As noted earlier, there is only one university library among the twelve respondent academic libraries. This means that the minimum requirement for a professional staff, that is at least a holder of a master's degree in LIS only applies to the said library. Sadly, this library failed to meet this requirement as it has professional staff members who did not obtain the required master's degree. As for the remaining eleven libraries (all college libraries), the minimum requirement for the professional staff is at least an attainment of a bachelor's degree in LIS. It should be pointed out that this requirement is somehow stringent as it degrades and deems other undergraduate degrees relevant to the LIS field such as Bachelor of Elementary/Secondary Education major in Library Science, among others, to be sub-standard.

Of the 11 college libraries, only seven libraries were included in this evaluation as the other three libraries do not have professional librarians in its staff composition, and are rather manned by paraprofessionals. Only one library has a professional staff who obtained a bachelor's degree in LIS. The other libraries are staffed with professional librarians who obtained degrees relevant to the field of LIS, such as Bachelor of Library Science (BLS), Bachelor of Secondary Education Major in Library Science (BSE-LS), Bachelor of Arts in Library Science (BA LS) and BSESE /BSEED Library Science

and Social Science. Strictly speaking, this suggests that only one library is at par with the standard provided for in the SPL with regard to the minimum educational qualification of a professional staff.

As for the support staff composed of paraprofessionals and of staff performing clerical tasks, the minimum educational qualification stated in SPL is a bachelor's degree in LIS for the former, while any bachelor's degree for the latter. Out of the eight libraries which have paraprofessionals, only one library has a paraprofessional staff who obtained a Bachelor of Library and Information Science (BLIS) degree. The paraprofessional staff of other libraries are holders of college degrees that are not relevant to LIS. Meanwhile, out of eight libraries which have support staff doing clerical tasks, only two libraries have complied with the standard qualification for clerical staff, that is any college degree. Most of the libraries are composed of staff doing clerical work who are college undergraduates.

School Libraries. Of the 21 school libraries, only five libraries have professional staff, or those who are licensed librarians. In addition, two libraries have personnel doing professional work who are graduates of BLIS programs but did not have license yet at the time the study was conducted. The other 14 libraries are manned by individuals who do not possess the minimum educational qualifications specified in SPL, which is a bachelor's degree relevant to LIS. This demonstrates that only five libraries have complied with the standard educational qualification for professional staff provided for in the SPL.

As for the support staff, SPL requires that library assistants shall be at least a college or secretarial graduate. Meanwhile, it requires that audiovisual technicians shall finish at least a 2-year course in electronics. Only one library has library assistants (1 college graduate, 1 college undergraduate). This means that it failed to meet the minimum educational qualification for library assistants, since it has a library assistant who is a college undergraduate.

Public Libraries. Seven libraries have staff involved in professional tasks such as cataloging, classification and indexing. However, of this seven, only two libraries have such staff who are professional librarians. The other libraries are staffed with paraprofessionals engaged in technical/professional tasks mentioned earlier, but do not have a license or certification from BFL. Hence, only two public libraries are staffed with professionals possessing the minimum qualifications set forth in the SPL.

As for staff engaged in clerical work, SPL requires that they shall finish special studies in secretarial science. It should be noted that none of the five public libraries that have clerical staff have complied with the said standard as their respective personnel involved in clerical tasks are either college undergraduates or college graduates.

Special Libraries. Out of eight special libraries, one library is manned by a staff doing clerical work only, that is, facilitating circulation of books and other library materials, while the other four do

not have full-time library staff. In addition, three libraries have personnel performing professional tasks, and are all holders of a bachelor's degree in line with the field of LIS. It should be noted that SPL states that professional staff shall be equipped with the subject specialization of its respective library (e.g. law, medicine). If such provision shall be interpreted strictly as one that requires professional staff to obtain courses related to the mandate/s of their parent institution, then no library has complied with the said standard as none of the professional staff of the libraries finished courses relevant to the institution's mandate, but are apparently trained by experience as information professionals.

SPL requires that paraprofessional staff shall have a college degree with knowledge of information technology (IT), or in government agencies or institutions. Only two special libraries have paraprofessional staffs, and these personnel are all college graduates and are knowledgeable about IT infrastructures and about the mandate/s of their respective parent institutions. Meanwhile, as regard to utility staff, it recommends that these personnel shall be college graduates, but also deems undergraduates as qualified. Four libraries have personnel comprising the utility staff and all the qualifications of these personnel are at par with the aforementioned standard.

Services

Operating Hours

It is expected that libraries operate for an uninterrupted period on weekdays and even on Saturdays as the needs arise. Thirty-one out of 49 libraries (63.3%) are open for eight hours a day during weekdays. Meanwhile, 17 libraries (35%) are open more than eight hours a day on weekdays. This suggests that these libraries are observing library hours for the maximum benefit of their users. It should be noted that six school libraries (12.2%) are open for less than eight hours a day, as these libraries are manned by part-time paraprofessionals (teachers by profession) who have teaching loads. This shows that the lack of sufficient number of library staff directly affects library operations.

Readers' and Technical Services

Table 8 shows the readers' and technical services that the libraries provide to their clientele. As can be observed, all libraries except for one special library provide circulation services. This library does not provide the said service yet, as its reading materials were still on process for cataloging and classification, taking into account that it was a newly established library as of the time the study was conducted. Only 25 libraries provide cataloging and classification services, while only 17 libraries offer reference service. In addition, only 22 libraries provide acquisitions services. It is noticeable that only four of 21 school libraries acquire materials as these libraries receive budgetary allocation for the purchase of library materials from their parent institutions (private schools), while the rest are public school libraries that rely on the book allocation from the Department of Education (DepEd). Moreover, only 11 libraries offer indexing services.

As regard to other services, only 20 libraries provide computer access to their users, while only 16 provide internet access. Interestingly, only 11 libraries offer library instruction, and 10 of these are

academic libraries. Also, nine libraries offer printing and scanning services, as these libraries have the necessary equipment for these services. Only a minority of the libraries offer audiovisual (4), document delivery (2) and extended reading (2).

Table 8

Number of Libraries that Offer a Particular Service

Services	Academic	School	Special	Public	Total
Acquisitions	12	4	3	3	22
Cataloging and classification	11	7	3	4	25
Indexing	3	2	3	3	11
Circulation	12	21	8	8	49
Reference	12	-	3	7	17
Document Delivery	2	-	-	-	2
Internet Access	6	4	4	2	16
Computer Access	6	7	4	3	20
Wi-Fi Network	4	2	4	1	11
Printing and scanning	4	3	1	1	9
Extended Reading	2	-	-	-	2
Library Instruction	10	-	-	1	11
Photocopying	7	6	1	3	17
Audiovisual	1	2	1	-	4

It is evident that a majority of the libraries provide limited services. Not even all libraries provide the basic services such as cataloging, indexing and acquisitions. This could be due to the fact that most libraries are either understaffed or do not have sufficient number of qualified and competent professionals to perform such tasks which require technical expertise as evident in most school libraries. In addition, other services such as access to computer and internet, printing and scanning are only offered by a few libraries. Such conditions imply that the size and qualification of the library staff, and the availability of necessary facilities and equipment affect the provision and delivery of various library services.

Promotion of Collection and Services

Regular announcement of new acquisitions, user orientation, among other public relations activities, are effective ways to promote the library collection and services. Table 9 shows which of these promotional activities the respondent libraries have. As observed, 18 libraries maintain a “new acquisitions list,” while 16 libraries maintain a “new books display” and routes a list of new acquired materials to their faculty (school and academic libraries) and to their employees (special libraries). In addition, 15 libraries publish a list of newly acquired materials on the bulletin board to inform their

users of the new acquisitions. Interestingly, three libraries inform their users verbally whenever they have new acquisitions while one library publishes a list of newly acquired materials on a Facebook group that include students of the school.

It should be noted that 11 academic libraries, 14 school libraries, three special libraries, and four public libraries employ means to promote their library. This means that 32 libraries (65.3%) are exerting efforts to promote their library materials and services, thus meeting the requirement set forth in SPL to find ways for the promotion of library collection and services.

Table 9

Means of Promoting Library Collection and Services

Means of Promoting	Number of Libraries				Total
	Academic	School	Public	Special	
New Acquisition List	8	7	1	2	18
New Book Display	8	4	3	1	16
Routing New Acquisition List to Faculty	8	8	-	-	16
Bulletin Board Display	7	4	1	3	15

Financial Resources*Library Budget*

Only 14 libraries provided information on the budgetary allocation they receive from their parent institutions. Of this number, five libraries have a budget of 50,000 or less, five libraries have a budget of not less than 50,000 but not more than 200,000, two libraries have a budget of not less than 200,001 but not more than 500,000, one library has a budget of 1,000,000, while, also one library has a budget of 1,600,000. It should be noted that the head librarians of the libraries (mostly public and special libraries) who were not able to provide information on their budgetary allocation explained that they do not know how much is being allocated to their library. They would only submit a list of materials (which are subject for approval) to the administration office, and the said office is in charge for the purchase or acquisition of the needed materials. This somehow undermines their authority to apportion funds and initiate expenditures for library development, since they do not have any idea as to how much budget is being allocated to their respective libraries. In addition, it is noteworthy that public school libraries do not receive budgetary allocation for the acquisition of books and materials, as they only rely on the book allocation from DepEd.

It is evident that libraries of private institutions are privileged to get appropriations for library development. Most of the libraries attached to government institutions or those that are subsidized by the government are not as advantaged as their private counterparts. Most of these libraries do not have any budget at all, as evident in most public school libraries. This lack of sufficient funds deprives these

libraries to acquire materials for collection development and to purchase equipment and furniture which they can use to provide appropriate facilities and services to their clients. Given this situation, SPL recommends that libraries shall explore ways to augment their library budget.

Table 10

Budgetary Allocation of the Respondent Libraries

Budgetary Allocation	Academic	School	Public	Special	Grand Total
50,000 or less	1		3	1	5
50,001-200,000	1	3	1		5
200,001-500,000	2				2
500,001-1,000,000	1				1
1,000,001-2,000,000	1				1
Total	6	3	4	1	14

Table 11 shows the ways of budget augmentation that the libraries employ. As observed, only nine libraries collect library fines to somehow raise their library budget even though these are only minimal by nature. Two libraries derive funds from the sale of old newspapers, while one library imposes printing fees and photocopying fees. It is noteworthy that only a minority of the libraries are exploring ways to augment their respective budgets. This highlights the need for the libraries to exert more effort to consider other ways of increasing library budget such as solicitation, among others, as well as participation in resource-sharing activities.

Table 11

Means to Augment Library Budget

Method	Academic	School	Special	Public	Total
Library Fines	6	2	0	1	9
Sales of Old Materials, e.g. newspapers	2	0	0	0	2
Photocopying Fees	1	0	0	0	1
Printing Fees	1	0	0	0	1

Library Facilities*Seating Capacity*

The guidelines set forth by SPL with regard to seating capacity states that an academic library should have a seating capacity of not less than 15% of the total enrollment. As regard to school libraries, it requires that a school library shall have a seating capacity of not less than 10% of the total student population. Meanwhile, it requires that there should be a minimum seating capacity of 48-60

persons at any one time for regional, provincial, city, and first class municipal libraries. As for the libraries in lower class municipalities, there should be a minimum seating capacity of 36–48 people.

Only two academic libraries, four school libraries and two public libraries are at par with the standard seating capacity stated in SPL. It should be noted that SPL does not provide any minimum requirement of seating capacity for special libraries. Hence, only the academic, school and public libraries were evaluated in terms of seating capacity.

Facilities

All libraries provide reading areas for their users (see Table 12). Not all libraries have a control desk for checking materials. In fact, only 37 libraries have this facility. Only 25 libraries have a display space for bulletins wherein they can display announcements regarding new library acquisitions as well as other services. However, only 15 libraries utilize this space for posting a list of new acquisitions and some information pertinent to library operations. In addition, only 20 libraries provide space for computer access, while only 14 libraries have storage space. These libraries store both their supplies and some print materials together in one room/space. Sadly, due to small space allocation for most libraries, only 12 libraries have space/office for librarians. Moreover, only five libraries have a multimedia/audiovisual room/space, only three libraries have space for formal library instruction, and only two libraries have a workroom for librarians for technical services.

SPL states that academic libraries shall provide adequate space dedicated for several facilities such as reading area, office for librarians, storage space, as well as areas for special services such as multimedia room or space and space for computer and internet access. One library is complete with the said facilities. The other 11 libraries failed to comply with the basic requirements for library facilities.

As regard to school libraries, SPL states that the following facilities shall be provided by libraries of this type: storage space for the print collection, reading area, workroom, store room, office for the head librarian/media center coordinator and space for formal library instruction. None of the respondent school libraries met the requirement for library facilities set forth in SPL. One possible reason for this could be the limited space that the libraries have.

As for public libraries, SPL states that the following facilities shall be provided by these libraries: reading area, stack area, work room, multimedia room, storage room, staff lounge and toilets for the library staff and for the public among others. None of the respondent public libraries were able to provide all these facilities. Hence, none was able to meet the standard with regard to the provision of library facilities.

Lastly, with regard to special libraries, SPL states that these libraries shall provide reading area, technical services area and stack areas among other facilities that may be needed. None of the respondent special libraries provide all the said facilities. This is probably due to the limited spaces that

these libraries have. Hence, none of the libraries complied with the said standard.

As evident from the discussion above, most of the respondent libraries, regardless of type, have failed to provide the facilities set forth in the SPL. Some of the key influencing factors include limited budgetary allocation and space allocation, which restrain these libraries to provide said facilities.

Table 12

Availability of Facilities among the Libraries

Facilities	Academic	School	Public	Special	Total
Office for librarians	7	2	2	1	12
Control desk for checking materials	12	11	8	6	37
Display space for bulletins	8	7	4	6	25
Storage space for library supplies	9	1	-	4	14
Multimedia room/area	1	2	-	2	5
Space for computer and internet access	6	7	3	4	20
Space for formal library instruction	3	-	-	-	3
Workroom	2	-	-	-	2

ICT Facilities

SPL generally requires libraries to provide information and communication technology (ICT) facilities; although it does not specify which ICT facilities must be provided. These facilities make library operations easier, faster and more efficient. The availability of such facilities among the respondent libraries is shown in Table 13.

Table 13

Availability of ICT Facilities

Equipment and Facilities	Academic	School	Public	Special	Total
Computers	12	9	4	6	31
Photocopying machine	8	7	3	1	19
TV	2	3	1	3	9
LCD Projector	3	1	0	2	6
Screen projector	3	1	0	2	6
Printer and scanner	9	1	2	6	18
Internet	9	5	2	6	22
Website/ Webpage	1	0	1	0	2
Video tape player	1	2	0	1	4

Thirty-one libraries have functional computers. However, only 20 libraries provide computer access to their users. Eleven libraries have computers but are only for the exclusive use of the library staff. Twenty-two libraries have internet access, 18 libraries have printer and scanner, while only 19 have photocopying machines. In addition, only nine libraries have a television set, six have a screen projector and LCD projector. Moreover, only four libraries have a videotape player and only two maintain a website or a Facebook page/group. This suggests that majority of these libraries provide very limited ICT facilities. This highlights the need for these libraries to develop their ICT facilities, although it should be acknowledged they are already striving to keep abreast with the changing technology.

Control and Security Measures

Measures such as the provision of emergency exits, emergency warning device, fire extinguishers, and built-in emergency lights, as well as the implementation of an electronic surveillance system and a security system are very essential. These measures do not just safeguard the collection from damage, loss, mutilation and theft, but also ensure the safety and security of the library staff and that of the library users. Table 14 shows the control and security measures that the respondent libraries provide.

Table 14

Control and Security Measures Implemented by the Libraries

Facilities	Academic	School	Public	Special	Total
Emergency exits	6	5	2	3	16
Emergency warning device	3	1	1	0	5
Electronic surveillance system	1	2	0	4	7
Fire extinguishers	7	11	3	5	26
Security system	1	0	0	0	1
Built-in emergency lights	3	1	0	0	4

SPL only requires academic libraries to provide only three security and control measures i.e. emergency exits, fire extinguishers and built-in emergency lights. Only one academic library complied with this requirement. In fact, it surpassed the said requirement because it also implements an electronic surveillance system and a security system. The other academic libraries need to enhance their existing security and control measures.

As regard to special libraries, SPL also states that special libraries should provide security and control measures i.e. emergency exits, fire extinguishers, emergency warning device, security system and electronic surveillance system. None of the libraries was able to provide all these facilities.

Although SPL does not have provision on the required security and control measures to be implemented by school and public libraries, having these measures would safeguard both the collection and the staff and users of the libraries from different threats. It is evident, however, that a majority of these libraries have weak and inadequate security and control measures. Hence, there is a need for these libraries to further strengthen and enhance these measures.

Sadly, most of the libraries under study lack the implementation of the security and control measures. Only 26 libraries have fire extinguishers, while only 16 libraries have emergency exits. In addition, only four libraries have built-in emergency light, only seven libraries have an electronic surveillance system and only five libraries have an emergency warning device. Moreover, only one library has a security system.

Conclusion

Each of the 49 respondent libraries faces different challenges, and, thus, distinct needs to address specific concerns to enhance its prevalent state. It should be noted that there are salient conditions among these libraries, in so far as administration, adequacy of collection, size and qualification of staff, financial resources, and facilities are concerned.

Individuals who do not possess a license or a certification from PRC to practice librarianship (that includes the administration of libraries) manage 26 libraries or a majority of the respondent libraries. It shows that the majority of the libraries have not complied with the standard set forth in the SPL as regard to library administration. This also demonstrates the lack of and the need for competent library professionals to manage these libraries as such arrangement significantly affects the provision and delivery of library services, as prevalent in libraries providing limited services, most of which are managed by non-professional librarians.

Most of the libraries under study have very limited print collections. True enough, only six of 12 academic libraries (50%) and nine of 21 school libraries (42.68%) are at par with the standard number core book titles specified in the SPL. It should be noted that a majority of the libraries have less than 5000 book titles.

As regard to the richness of the collection, only few libraries have a wide variety of formats. In fact, only three libraries have e-books, while four libraries have e-journals. Meanwhile, only 20 libraries and 16 libraries have CD and DVD collections, respectively. Sound recordings, video recordings, globes, and other cartographic materials are available in very few libraries.

Not all other respondent libraries adopt a universally recognized classification scheme. In fact, 18 libraries arrange their collection by general subjects such as Math, English, among others—a system that is somewhat problematic and thus, suggests the need for these libraries to improve the organization

of their respective collections to ensure efficient access and retrieval of information. In addition, only 25 libraries maintain a catalog of their collections. A number of libraries used to have a card catalog before, but floods and storm surges destroyed these catalogs during the onslaught of Typhoon Yolanda.

Majority of the libraries provide limited services. Not even all the libraries provide technical services such as cataloging, classification, indexing, and reference services. Other services such as audiovisual, printing, scanning, access to computer and to the internet, among others are available in very few libraries only. The size and qualifications of the library staff, and the availability of necessary facilities and equipment affect the delivery of these services.

Although a number of libraries receive financial support from their respective parent institutions (such as in the case of majority of the respondent academic and special libraries), a number of libraries still experience budgetary constraints, which directly affect their plans and programs. This demonstrates the need for library administrators to exert more effort in establishing the value of their libraries to receive financial support.

Majority of the libraries lack the implementation of the security and control measures listed in the SPL (e.g. provision of emergency exits and emergency lights, implementation of security system and electronic surveillance system). It suggests that these libraries should strengthen their measures to safeguard their collection against theft, loss and damage, as well as to ensure the safety of their personnel and patrons.

None of the respondent libraries fully complied with the standards set in the SPL. This could be attributed to the fact that qualified and skilled personnel are not the ones who administer most of these libraries. In addition, compliance with the said standards are also determined by the administrators' awareness of such standards, and most of the administrators/managers of the respondent libraries are not aware of the existence of SPL. Unforeseen and unexpected calamitous events such as typhoons, as well as financial resources also contributed to the current state of the libraries.

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