ABSTRACT

Title of the Research: EVALUATING THE STATUS OF SELECTED PUBLIC HIGH SCHOOL LIBRARIES IN CAVITE: BASIS FOR PROPOSED FUNCTIONAL LIBRARY SERVICES PROGRAM

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This study was undertaken to evaluate the status of compliance on the existing library standard of the selected public high schools in Cavite using DECS Order No. 6 s.1998 as basis. Likewise, this study aimed to propose strategies to come up with a functional library services program. The framework of the study was anchored on CIPP model created by Daniel L. Stufflebeam: Context, Inputs, Processes and Products. Context evaluation focused on the directives of Department of Education Library Standards to have a functional library in the Philippine setting (DECS ORDER No.6 s.1998). Input evaluation focused on the five components that evaluated physical facilities, personnel, library collection, program and services, and sources of funds. Process evaluation focused on the researcher evaluating the factors found in the input process: distribution and administration of questionnaire, interview with school librarians,

As regards the research methodology, the study employed the descriptive method of research and utilized survey questionnaire, documentary analysis and interview in gathering the data. The respondents of the study were the students, teachers, administrators and librarians of the selected 17 public high schools. The data were analyzed and interpreted using frequency count and percentage, weighted mean, one-way analysis of Variance (F-test), Independent-sample t-test and Chi-Square Test.

The findings reveal that based on the overall mean ratings, the schools in all the four regions of Cavite are rated as poor in terms of the provisions of their school libraries. On the average, most of the provisions are all rated poor by the researcher. In terms of qualifications and ratio of librarians, the school libraries in all the four regions are rated fair while the library buildings are rated good. With regard to the availability of necessary furniture, the three regions (North, West, and East) have school libraries which are rated fair. In general, the physical facilities are rated fair.

The summary of the ANOVA procedure assessing the significance of
the differences in the degree of compliance among the four regions as perceived by the librarians and school administrators reveals that the four regions are significantly different only in terms of availability of necessary furniture, availability of necessary equipment, and physical facilities, in general.

Based on the mean ratings presented regarding the provision on furniture, the three regions, namely the West, North and East, are all rated as very good which means that the condition is moderately extensive. Among these three regions, West ranks number one (with the highest mean rating of 4.16), followed by the North Region. The Southern Region is only rated as good which means that the condition is limited.

Regarding the provision on equipment, the Western region still ranks number one; it’s the only region rated as very good. All the other three regions are rated good, on the average.

In terms of physical facilities, in general, all the four regions are rated very good. However, considering the mean ratings, they are significantly different. The Western Region has the highest degree of compliance. The Northern Region is second and the Eastern Region is third. Last in rank is the Southern Region.

The four regions are no longer significantly different in terms of degree of compliance regarding the rest of the provisions. However, when considering the mean ratings, the Southern region is consistently the
highest among all the regions.

The evaluation of the researcher is also compared with the evaluation of librarians and school administrators. The results reveal that consistently, in all the schools in all the regions, the librarians and school administrators have higher mean rating than the researcher.

As regard to the school library services and programs that library users avail themselves of, results reveal that the four regions are significantly different in four of the five aspects considered in the library programs and services.

Considering the findings of the study, the researcher proposes strategies on how the school library services and programs be more functional using the DepEd Order No. 56 s. 2011 as basis.

Generally, the study concludes that there is no strict implementation and monitoring of how the provisions of DECS Order No. 6, series of 1998 relative to Library standards are implemented in public high school libraries in all selected school libraries of Cavite, that there is lack of professionally competent licensed librarian to implement the functional library services program of the school; that there is no support from the school administrators in the implementation of library programs and services; that there are funds allocated for the operation of the library to make it more functional; and that the proposed strategies to improve the Library Services Program could make it more functional when adapted by
school principals and librarians in ensuring the implementation of the stipulations of DECS Order No. 6, series of 1998.

This study recommends that the Division Office, Department of Education must have a regular evaluation of the school libraries to ensure their compliance of the school library on the library standards to make every public high school library more functional. The researcher’s evaluation tool should be adopted by both private and public Basic Education institutions in their regular conduct of evaluation of their library services in order to check their compliance with Dep Ed Order No. 56 s.2011.