

Towards a Proposed Collaboration System of Selected Learning Resource Centers in the Education and Training Units of the AFP-DND

Nolie G. Enem, PhD
Benguet State University

Abstract. This study aimed to propose an inter-institutional library collaboration of selected learning resource centers (LRCs) in the three education and training units of the Armed Forces of the Philippines-Department of National Defense. It studied the faculty and students' perceptions on 1) the level of provision, and 2) the level of satisfaction, in relation to collection, personnel, financial support, services and use, physical facilities, and technological advancement. Along these areas, the 3) significant relationship between the level of provision and level of satisfaction were also studied. The 4) significant differences in the areas of concern when respondents were grouped by institution were also studied. Respondents were chosen through purposive sampling. The descriptive statistics through utilizing questionnaires was interpreted through The Statistical Package for Social Science (SPSS) software, with the correlation determined through The Spearman Rank Order Correlation Coefficient and Two-Way Analysis of Variance (ANOVA).

Background of the Study

*"The library is the temple of learning, and learning has liberated more people than all the wars in history."
Carl T. Rowan (OSSS, 2011)*

Learning Resource Centers or simply Libraries are institutions that support education and trainings of students (cadets, enlisted men, officers and civilians) and members of the faculty towards the accomplishment of a common goal. They play a very vital role in the educational institution in supporting the curricular offerings, mission, vision, goals, and objectives. Libraries around the globe are exerting their efforts to show to their constituents and to other business enterprises that they form part of the society through sharing the information needed by its people in building and re-building the nation's economic condition, security and welfare. The Libraries of the 21st century are no longer just repositories of books but rather, they provide various services, using a multitude of media like online information services, the Internet, CD-ROMS, automated library catalogs, databases available on the local area network (LAN), the fax machine and even the telephone, to enable the library centers to tap into a wide range of information sources, (OSSS, 2011). "Libraries represent more than a building that houses books and data, the library has always been a window to a larger world – a place where we've always come to discover big ideas and profound concepts." (<http://obamaspeeches.com/024-Literacy-and-Education-in-a-21st-Century-Economy-Obama-Speech.htm>).

Learning Resource Centers are not new to education and training institutions. These information centers are the support system of the command in support to their educational programs. These are private or academic, public, special, or school libraries that cater to many different types of patrons or users from different races, ages, ethnic groups and cultures that need information for their personal consumption as well as academic needs like instruction and research.

In the Philippines, collaboration among libraries and information centers are now engaging in this endeavor. They share their library resources through inter-library loan. Some libraries are partners in acquiring electronic journals or through cooperative acquisitions of books and other library materials. A very concrete example of this collaboration is the Philippine ELib Project. This is a collaboration system among five (5) agencies of the government namely: 1) The National Library of the Philippines (TNLP); 2) University of the Philippines-Diliman (UPD); 3) Department of Science and Technology (DOST); 4) Commission on Higher Education (CHED); and 5) Department of Agriculture (DA).

Other consortiums of libraries that already exist and tested through time are the following: 1) The Academic Libraries Book Acquisition System (ALBASA) – a non-profit corporation organized by librarians for their institution libraries for the purposes of engaging in a joint coordinated program of library book purchasing both locally and abroad to avail of volume discounts and other technical advantages, providing a clearinghouse for various cooperative activities among member libraries and conducting workshops and seminars for professional growth of librarians. Benefits of joining ALBASA cover: (a) assistance in building up library collections; (b) exchange and sharing of duplicates and surplus materials; (c) centralizing book selection to minimize

unnecessary search and duplication of expensive bibliographic tools; (d) cataloging assistance to reduce processing expenses; (e) availing of consultant services; and (f) opportunities for professional growth; 2) The Aurora Boulevard Consortium (ABC)- a cooperative network of academic libraries located along Aurora Boulevard in Quezon City, Philippines. Member libraries are from the following institutions: Central Colleges of the Philippines (CCP), National College of Business and Arts (NCBA)-Quezon City, Technological Institute of the Philippines (TIP)-Quezon City, University of the East Ramon Magsaysay Memorial Medical Center (UERMMM) and World Citi Colleges (WCC)-Quezon City; 3) Intramorus Consortium-a non-profit, academic cooperation comprising of four prominent institutions of higher education located in Intramuros, Manila, Philippines. The colleges' libraries participate in an interlibrary loan program, allowing students, staff, and faculty to take advantage of all four campuses collections. In addition, several academic projects and research programs are run by the Consortium jointly for the benefit of Colegio de San Juan Letran, Lyceum of the Philippines University, Mapua Institute of Technology and Pamantasan ng Lungsod ng Maynila; and 4) The Mendiola Consortium (MC)- an organization of the four institutions located on Mendiola – San Beda College, La Consolacion College Manila, College of the Holy Spirit and Centro Escolar University which have formally agreed to pool their manpower and physical resources to enhance their capability to provide quality education and public service and to participate more effectively in the attainment of national development goals. The heads of the member schools, through formal arrangement and cooperative endeavors, have come to share a common conviction that the Consortium can be a more potent instrument for change, innovation, and relevance, not only for its immediate constituency but also for the larger community, its activities are adequately planned, its strategies better organized and its implementation efforts properly coordinated. It is through the MC schools that Mendiola have become a peaceful zone (Diaron, 2010).

Theoretical Framework

The need for information is a necessity to every student in any educational institution. Information is anywhere and people are always finding about the truth on something. This truth maybe a sort of academic requirement for an individual something in compliance to his work or personal need. A person creates and develops knowledge through information and through this process; this knowledge created and developed by this individual is acquired through involvement in different mode of conversations.

Lankes (2007) pronounced in his theory called “participatory networks” that “knowledge is created through conversation. Libraries are in the knowledge business, therefore; libraries are in the conversation business. Some of those conversations span for a long time, while others only span for a few seconds. Some of these conversations happen in real time. In some conversations, there is a broadcast of ideas from one author to multiple audiences. Some conversations are sparked by a book, a video, or a Web page. Some of these conversations are as trivial as directing someone to the bathroom. Other conversations center on our foundations and humanity. (<http://www.ala.org/ala/mgrps/divs/lita/ital/262007/2604dec/lankes.pdf>).

According to Benson and Gresham (2007), academic librarians are constantly working to find the most effective ways to reach out to students and teach them how to locate, evaluate, and assimilate information in support of their curricular research needs. First- and second-year students, in particular, tend to be major targets of these efforts on college and university campuses around the country. As a consequence, numerous content delivery models have been employed by academic libraries in order to increase the likelihood that these beginning students develop the basic information literacy competencies required for academic and personal success. Some of these delivery models focus on direct librarian-to-student contact, others rely on technology-based delivery solutions, and still others employ hybrid models that combine both approaches.

Evans (1987) mentioned that collection development is influenced in a number of ways by factors both within and outside the library. Among these factors are the library's structure and organization, the production and distribution of the information materials, and the presence of other libraries in the area.

De Castro (1994) as mentioned by Enem (2002) found out that majority of the respondents have collections organized according to standard classification scheme. Respondent Libraries have positive attitude towards resource sharing. The cooperative activities they are willing to engage in are: cooperative acquisition, cooperative cataloging, indexing of serials, sharing of tools (cataloging/classification and selection tools), interlibrary access and staffing.

Further, the Philippine Accrediting Association of Schools, College and Universities (PAASCU) Evaluation Form A Section IV: Library states that collection development is the joint responsibility of the faculty and library. The faculty should actively participate in the selection of print (books and journals, maps, charts, etc.)

and non-print (e-books, e-journals, databases, audio-visual materials, CD-ROM, DVD, others. Collection currency should be maintained through regular acquisition and weeding.

Learning Resource Centers are being managed and administered by professional and licensed librarians. These library personnel and staff are indispensable figure in the organization of any learning resource center or library. They are the trained people organizing and managing the total operations and services of the library. Also, they assist every client who comes to the library for instruction, research and leisure reading.

Thus, in order to have an excellent library operations and services, library personnel should be provided with equal opportunity in upgrading their knowledge through formal and informal trainings outside their workplace.

American Library Association, (2002) mentioned in their policy manual that “to meet the goals of library service, both professional and supportive staff are needed in libraries. Thus, the library occupation is much broader than that segment of it which is the library profession, but the library profession has responsibility for defining the training and education required for the preparation of personnel who work in libraries at any level, supportive or professional. Skills other than those of library and information studies also have an important contribution to make to the achievement of superior library service. There should be equal recognition in both the professional and supportive ranks for those individuals whose expertise contributes to the effective performance of the library.

Both librarians and library personnel are encouraged in pursuing their higher education in order to cope with the standards and trends in the field of library profession.

Philippine Association of Academic and Research Librarians (PAARL) Standard for Academic Libraries for 2000 stated that a university librarian shall at least have a master’s degree in library science and at least five years of successful library work experience at a supervisory level. PAARL (2000) also included in their standards that a college/university librarian shall have a faculty or academic status, and shall participate actively and interact with the faculty on curricular and instructional matters, and research activities.

Under the Philippine Accrediting Association for Schools, Colleges and Universities (PAASCU) standard for administration, the head librarian directs and supervises the total operations of the library and is responsible for the efficient and effective administration of its resources and services. In addition, PAASCU statement also supports the PAARL standards, “the head librarian holds academic status, and participates in the academic decision making of the institution.”

PAASCU Evaluation Form A Section IV Library explains the qualification and status of academic librarians. According to PAASCU, “the services and needs of academic libraries are complex. There is therefore a need to employ the services of a qualified librarian. PAASCU further elaborated that “for college libraries, the head librarian must have a license to practice given by the Professional Regulation Commission (PRC) and must be employed full time by the college. He/She must have an undergraduate degree in Library Science/Library and Information Science. He/She must pursue a Master’s Degree in Library Science/Library and Information Science. In addition, “for university libraries, the head librarian must have a license to practice given by the Professional Regulation Commission (PRC) and must be employed full-time by the university. He/She must have a graduate degree in Library Science/Library and Information Science and a minimum of three years library work experience.

Moreover, PAASCU reiterated that the library should have a continuing staff development program. Librarians must be members of accredited professional organizations. They should participate in professional activities such as conferences and seminar workshops. Staff should likewise participate in conferences, seminars and workshops.

Furthermore, Learning Resource Centers are academic institutions that need financial assistance in order to successfully fulfill its mission, objectives and function. Funding is very much necessary towards an accomplishment of a common goal. The library needs operating expenses for daily activities. It is very significant to provide enough financial support to the organization.

PAASCU Evaluation Form A Section IV: Library mentioned that “the library fee is a restricted fee and must be used entirely for the operations of the library excluding salaries of personnel. The head librarians should prepare an annual budget based on the fees collected. He/She should administer the library budget in accordance with the fiscal policies and procedures of the institutions. It is also suggested by the association some others ways of

augmenting the library budget must be explored. These include securing endowments and donations, participating in gift and exchange programs, consortia or cooperative acquisition projects.

In addition, PAARL (2001) mentioned that adequate funds shall be allocated by the institution for maintenance, replacement, repairs, renovation and for investment in new and improved means of information access and delivery.

Burnett and Painter (2001) revealed that “financing information services for distance learners is another area that has received very little attention in the literature, but which would seem to require inter-library and inter-institutional cooperation. They also mentioned that “in working to establish a consortium of library and information studies schools to share course offerings, the School of Information Studies found agreement that this was an excellent idea in concept and almost impossible to implement in practice because of institutional barriers to such cooperation. Similarly, cooperation would be a tremendous asset in negotiating with publishers and vendors for new resources delivered in ways that make them reasonably accessible to distance learners, but institutional barriers often hinder such cooperation.

Moreover, libraries exist to provide necessary information as well as to serve everyday patrons asking answers to their inquiries, assignments, and researches.

Beck (2009) exposed her ideas in the form of questions, that we need more data about our library users. What kinds of services do they need? What kinds of collections? How much instruction and what kind? Are our services and tools too complex? Have we adapted effectively to our users’ apparent desire for self-service?

Once we understand our users’ need we, in turn, have to evaluate our services, collections, and programs to determine what changes we need to make to provide the best quality services and collections we can offer, Beck (2009) added.

According to PAASCU standard, the library should introduce services that maximize the use of the resources of the library. These include equitable lending policies, open-shelf system, regular announcement of new acquisitions, and other promotional activities. It should collect statistics as evidence of the frequent use of the library resources by the students and faculty. Coordination between the library and the faculty should be strong to promote effective use of the library. The library should introduce literacy programs that would ensure the acquisition of information literacy skills by the library users.

Professional staff should be available at all hours that the library is open to provide efficient service to users. The library should be open for an uninterrupted period of a minimum of ten hours daily from Monday to Friday and four hours on Saturday. In addition, the library should remain open not only during hours that the College/University is in session but should extend beyond class hours. If and when feasible, inter-library loans, and their resource-sharing arrangements should be provided. Other services such as audio-visual services may be provided by the library with corresponding budgetary and staff provisions (PAASCU Standard).

Beck (2009) concluded that it is time to meet our customer’s needs when and where they want them, whether it is remote access to databases, or bookmobile delivery to retirement communities, or home/office delivery to distant learners and business people.

In addition, physical facilities are likewise very significant to the learning resource centers. To mention, library buildings and infrastructures are the backbone of the collections and services in the library. It is the foundation and location of the different areas and sections as well as the different offices of the library personnel and staff. It in-houses many different library holdings and information and communication technology facilities and equipments.

PAARL Standards for Academic Libraries for 2000 cited on the library physical facilities as to site/location and design that the library building The building shall provide adequate space for housing the library’s collections in whatever format, for study and research, and for staff workroom and offices. In addition, provision for future expansion should be made. The college library can be a part of a building provided it is accessible to members of the faculty, students and employees of the institution. For a university, it is highly desirable to have a separate building for the exclusive use of the library and other related activities. The building shall also be centrally located within the campus. The librarian shall be consulted in planning the site/location of the library, its building design, and other architectural/spatial details. (Specific details include layout of the buildings, light, ventilation, temperature and humidity control, stacks, exhibit areas, and number of reader stations.)The facilities

shall be attractive and designed to provide safety, and promote operational efficiencies and effectiveness of use. Suitable space for staff workroom, offices, lounge, etc. should be available.

Further, for space requirement the size of the library building shall take into account the size of its total user population, the extent and nature of its collection, and the size of its staff. Notwithstanding the provision under, special consideration is given to libraries with automated systems or other library applications of advanced information technology. Standard library furniture and equipment shall be provided for the storage and retrieval purposes of library materials. The library should be adequately lighted, properly ventilated, and acoustically suited for quiet reading. It should be aesthetically attractive & properly maintained. Special provisions should be made for the physically handicapped. Control and security measures shall be provided for safeguarding the library. These security measures include: provision for ample aisles, emergency exits/escape doors, fire extinguishers and screened windows. Likewise, if feasible, provision shall also be made for emergency warning device, hiring of security guard, installation of monitoring camera, and electronic surveillance system (PAARL 2000).

PAASCU on the other hand provides standard for location and site. The college/university library should be strategically located to be easily accessible to the users. It should have provisions for future expansion. A separate library building that is easily accessible is idea. For space requirements, “the library should have adequate space to accommodate the reading and literature search needs of the users and its growing collection. ICT and other service areas should be properly ventilated and well-lighted. The reading room should have a seating capacity of not less than 10% of the total enrollment computed at 1.6 sq.m. per reader. Shelving space should be adequate and allowance for collection growth should be provided. The shelves should not be more than 2.12 meters high. Storage facilities for special collection should be provided. Space must be provided for photocopying services, exhibits and displays. Where the library administers the audio-visual services, proper space, equipment and other facilities should be provided.

Veatch (1987) as mentioned by Cacanindin (2008) that environmental design is important in the planning of library space. He stressed the need for libraries to assess how the environment meet the social, physical, psychological and behavioral needs of patrons and staff before beginning new construction, renovation or arrangement projects.

In addition, Bryan (2007) as stated by Cacanindin (2008) that making decisions about the library’s facility should be an integral part of planning for change. She described the process in arriving at such decision is referred to in various ways – as a model, a method, a process. She also includes guided to library directors, staffs and boards through the process to: 1) prioritize new services that need space; 2) make plans and identify appropriate locations; 3) present the case to funding authorities; and 4) conduct a gap analysis.

Consequently, two decades ago libraries in the Philippines started to cope up with the technological advances being introduced by the western libraries as well as in the Asia-Pacific region of the world. The introduction of information and communication technology has affected and influenced people to engage and invest to technology or with the application of computers in the workplace. In the region, big or small libraries are gearing towards computerization or automation of their operations and services. They gradually change from the so called “traditional” to “modern” or “advance” librarianship.

Accordingly, Gorman (2003) observed that libraries have always been interested in and engaged with technology, both in terms of using modern technologies to support their programs and services and in engaging with new communications technologies. Libraries had compact shelving in the late nineteenth century, not to mention the late typewriters. Stereotyped catalogue cards, telephone reference service and many other uses of the technologies of more than a century ago. He added that, each new form of communications technology, from microforms and phonograph records onwards, has been adopted enthusiastically by libraries for the benefit of their users.

Technological advancement in libraries today is the issue and concern that should be given priority by authorities in order to cope with the fast changing environment particularly in the field of education, research and information explosion. This advancement of libraries depicts the capability of a library of providing necessary and relevant information to its clients. The need to invest in technology is a window towards library co-operation as well as collaboration to other advanced libraries in the region through sharing of their available resource via the Internet.

Technological issues and questions are being raised so as to provide available solutions for the development of library through technology. Beck (2009) posted some questions like “How do we librarians use technology? How can technology make our work easier? How do our users adapt to new technologies? How can we help our users adapt? How can we best use technology to facilitate RUSA’s work? One candidate said, “We need to continue to find innovative ways to meet the needs of our patrons and potential users. We need to seek out the trends and technologies that advance our profession.” Another said “A key issue of professional concern to me is meeting the challenge of technological change while maintaining our traditional core values of library service, including equity of access to information.

Evans (2002) uncovers some technological issues on management issues of co-operatives ventures and consortia in the USA. “Faith that new technological developments will vastly increase the storage capacity of a library is an important issue to consider. Sometimes the pressure for resource sharing comes from a lack of physical space to house the collection. According to him, eliminating unnecessary duplication of low-use items can result in more space for high-use materials. However, if new technology will allow storage of the equivalent of the Library of Congress or British Library collections in space o longer than an office desk or less, why worry about running out of space?

Riggs (1999) mentioned that “evolving technology is making the library manager’s job easier. Efficiency is being greatly improved. It is not difficult to find several examples of how productivity has improved as a result of technology. Managers now have more people reporting to them due to the improved communication linkage via technology; thus, there has been some movement from hierarchy to flatter organizations. Moreover, technology is enabling professionals to inject more creativity in their daily work. Paraprofessionals now can handle many of the routine tasks (such as copy cataloging) by using online cataloging facilities.”

Decision making is an important part of any library manager’s job. Indirectly and directly, technology has made the decision-making process less complex. Managers are much better informed today than only a few years ago. Simulation and scenario building are becoming more common in today’s library manager’s repertoire. However, we should not expect a machine to replace human judgment and intuition. Moreover, the work of the manager does not exist for the sake of the tool; rather, the tool exists for the sake of the manager (Riggs 1999).

As a final point, the bases of the proposed collaboration system of the selected Learning Resource Centers in the Education and Training Units of the Armed Forces of the Philippines-Department of National defense were the noted areas of concern along collection, personnel, financial support, services and use, physical facilities and technological advancement that were found to be limited and moderately provided.

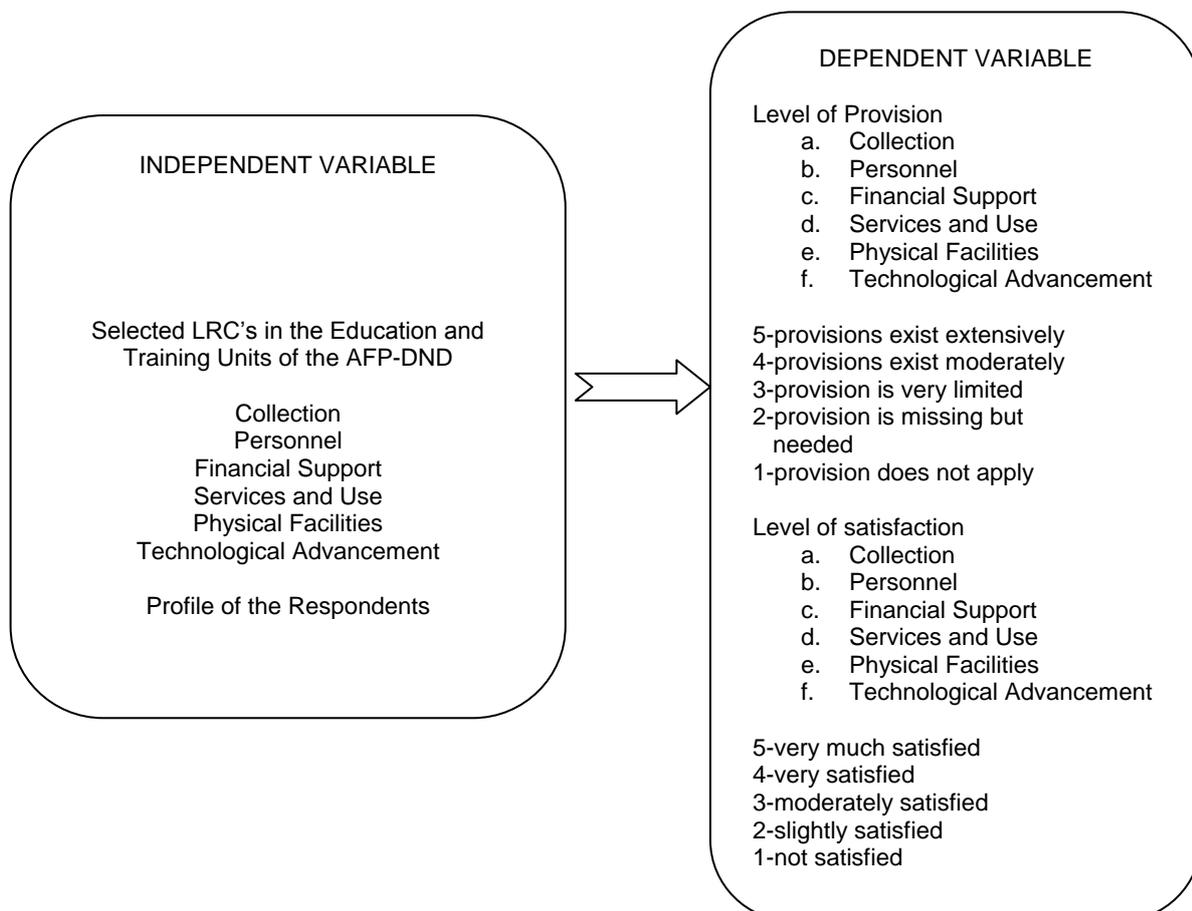


Figure 1. Paradigm of the Study

Statement of the Problem

This study aimed to propose an inter-institutional library collaboration of selected learning resource centers in the education and training units of the Armed Forces of the Philippines-Department of National Defense.

Specifically, this study sought the answer of the following problems:

1. What is the level of provision of existing characteristics of selected learning resource centers in the education and training units of the AFP-DND as perceived by the faculty and students in relation to:
 - a. Collection;
 - b. Personnel;
 - c. Financial Support;
 - d. Services and Use;
 - e. Physical Facilities; and
 - f. Technological Advancement
2. What is the level of satisfaction of existing characteristics of selected learning resource centers in the education and training units of the AFP-DND as perceived by the faculty and students in relation to:
 - a. Collection;
 - b. Personnel;
 - c. Financial Support;
 - d. Services and Use;
 - e. Physical Facilities; and
 - f. Technological Advancement
3. Is there a significant relationship in the perceived level of provision and level of satisfaction of faculty and students along the following areas:
 - a. Collection;
 - b. Personnel;
 - c. Financial Support;
 - d. Services and Use;
 - e. Physical Facilities; and
 - f. Technological Advancement

Hypotheses of the Study

The perceptions of the students and faculty are significantly related along the following areas of concern:

- a. Collection;
 - b. Personnel;
 - c. Financial Support;
 - d. Services and Use;
 - e. Physical Facilities; and
 - f. Technological Advancement
4. Is there a significant difference in the areas of concern when respondents are grouped by institution?

Hypotheses of the Study

The areas of concern differ significantly in the different institutions.

Research Design

This study used the descriptive survey method of research. This method aims to measure a variables or set of variables as they exist naturally (Calderon, 1993).Calderon also mentioned that it is concerned with the description of individual variable. Gravetter (2009) asserts that the goal of survey research design is to obtain an accurate picture of the individuals being studied. Gravetter (2009) added that the defining element of the survey research design is that the results of the survey are used simply to describe the variables being studied. The said method will be used in this study to assess the existing characteristics of the selected learning resource centers in the education and training units of the AFP-DND. It is likewise assess the perceptions of the faculty and students concerning their level of satisfaction as well as to uncover the perceived strengths and weaknesses of the selected Learning Resource Centers in the Education and Training Units of the .Armed Forces of the Philippines-Department of National Defense.

Population and Locale of the Study

As shown in Table 1, the respondents were consists of 323 students and 80 full-time and part-time faculty who are employed in the First Semester 2010-2011 in the Education and Training Units of the Armed Forces of the Philippines-Department of National Defense namely: National Defense College of the Philippine (NDCP), AFP Command General Staff College (AFP CGSC), and Philippine Military Academy (PMA),. The said Education and Training institutions are selected because they offer academic programs from Bachelor of Science and master's degree program.

The respondents refer to the students are the cadets, officers and civilians who are currently enrolled in the different education and training units of the AFP-DND, and are bona fide scholars of the government.

Data Collection Instruments

To gather the necessary data, a survey questionnaire was used. The survey questionnaire form is mostly adapted from the Philippine Accrediting Association of Schools, Colleges and Universities Standards (PAASCU). Likewise, the Philippine Association of Academic and Research Librarians (PAARL) were also considered by the researcher and shall include items relevant to this study in measuring the level of provision and level of satisfaction of faculty and students on the existing characteristics of the selected learning resource centers in the education and training units of the AFP-DND.

This survey-questionnaire consisted of only one design type of questions. Respondents have to indicate their perceptions on the existing characteristics of the selected learning resource centers in the education and training units of the AFP-DND.

The following procedures were followed in data gathering: (a) a letter asking permission to float the survey-questionnaire to the education and training units was prepared and signed by the Graduate Program Coordinator of the College of Teacher Education; (b) in conducting the dissemination, permission from the University President and/or Vice President for Academic Affairs was secured before the survey proper.

Data Collection Procedure

The researcher floated the prepared and approved questionnaire to the respondents of the selected learning resource centers in the education and training units of the AFP-DND. The questionnaire was distributed to the respondents with the attached letter signed by the Graduate Program Coordinator of the College of Teacher Education allowing the researcher to conduct the study. Administration and retrieval of completed questionnaires were accomplished in an approximate period of four months.

Treatment of Data

To determine the respondents profile and the various perceptions of the students and faculty with regards to the existing characteristics of the learning resource centers in the education and training units of the AFP-DND, the following actions were applied: Purposive sampling technique was utilized for the faculty and students respondents since target population was predetermined; those that fit the criteria set by the researcher.

The weighted mean was used to determine the mean ratings on the frequency of the level of provision and level of satisfaction of the respondents on the characteristics of the selected learning resource centers in the education and training units of the AFP-DND. The formula is given by Freund and Simon (1992):

$$\bar{x} = \frac{\sum f_i x_i}{n}$$

where

\bar{x} = weighted mean

f_i = number of respondents with the x_i response/rating

x_i = response/rating of the i^{th} respondent

n = number of respondents

Table 1. Distribution of respondents of the study

INSTITUTION	RESPONDENTS	
	Faculty	Student
A	54	251
B	9	33
C	17	39
Total	80	323
TOTAL	403	

The respondents' perceptions were computerized and processed through the application of Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. For the interpretation on the various perceptions of students and faculty on the existing characteristics of the AFP-DND Learning Resource Centers, the following five-point scale with their mean ranges and descriptive interpretation was used. The analysis consisted of provisions or conditions found in the study. This section on analysis is intended to provide the factual basis required for the evaluation of the different areas of concern on the level of provision or condition of implementation on the characteristics of the Learning Resource Centers in the Education and Training Units of the AFP-DND.

Rating Scale	Range	Descriptive Interpretation	Explanation
5	4.51-5.00	E	Provision or condition exists extensively.
4	3.51-4.50	M	Provision or condition exists moderately.
3	2.51-3.50	L	Provision or condition is very limited.
2	1.51-2.50	MN	Provision or condition is missing but needed
1	1.00-1.50	NA	Provision or condition does not apply

Evaluations represent the best judgment of the level of satisfaction and implementation of the provisions after all the evidence has been considered. Below is the scale of evaluation.

Rating Scale	Range	Descriptive Interpretation	Explanation
5	4.51-5.00	VMS	The provisions or conditions are effectively implemented and are functioning excellently.
4	3.51-4.50	VS	The provisions or conditions are implemented and are functioning well.
3	2.51-3.50	MS	The provisions or conditions are moderately implemented and are functioning satisfactorily.
2	1.51-2.50	SS	The provisions or conditions are implemented to a limited extent and are functioning minimally.
1	1.00-1.50	NS	The provisions or conditions are not implemented and not functioning.

Correlation deals primarily with the magnitude and direction of relationships. It is a measure of a statistical significant relationship between two variables of interest, and this can be determined through the use of correlation coefficient. Correlation coefficient indicates two things namely: (1) the direction of the relationship, and (2) the strength or degree of the relationship. The Spearman rank order correlation coefficient was used because both of the variables being correlated are ordinal-scaled, that is, in terms of ranks (Garambas, 2009).

The following scale (Subong, 2005) was used to determine the strength of correlation between the mean perception of the faculty and the students.

Ranges of r	Degree/strength of relationship
±1.00	perfect relationship
± 0.90 to ± 0.99	very strong/very high
± 0.70 to ± 0.89	strong/high
± 0.40 to ± 0.69	moderate/substantial
± 0.20 to ± 0.39	weak/small
± 0.01 to ± 0.19	almost negligible to slight no correlation

Finally, to determine the significant difference in the perception of students and faculty on the existing characteristics of the LRCs in the education and training units of the AFP-DND on the areas of concern when respondents are grouped by institution, the Two-Way Analysis of Variance (ANOVA) was used to interpret the differences of the respondent's perceptions.

Findings

Based on the analyses and interpretations, the following are the salient findings in the study:

1. Provision of existing characteristics of selected Learning Resource Centers in the Education and Training Units of the AFP-DND is moderate in terms of collection, personnel, services and use, and physical facilities as perceived by the faculty and students. Areas on financial support and technological advancement are very limited.
2. Provisions or conditions along collection, financial support, and technological advancement are moderately implemented and functioning satisfactorily while those along personnel, services and use and physical facilities are implemented and functioning well.
3. There is a strong correlation or association between the mean perception of the faculty and the students on the level of provision of the existing characteristics of the LRCs in terms of collection, personnel and physical facilities. There is a moderate or substantial association between the mean perception of the faculty and the students in terms of financial support, services and use and in technological advancement.

4. There exist significant differences among the areas of concern in the three LRCs. Likewise; there are significant differences in the perception of the faculty and the students in the three institutions.

Conclusions

Based on the salient findings, the following conclusions were drawn:

1. The selected Learning Resource Centers in the education and training units of the AFP-DND were not fully provided of enough funds to improve the areas of collection, personnel, physical facilities, services and use; much more so in the areas of financial support and technological advancement.
2. The selected Learning Resource Centers in the education and training units of the AFP-DND were not given much priority along collections, financial support, and its technological advancement. While personnel, services and use, and physical facilities are the areas that were given much attention by the administrators.
3. The perception of the faculty and the students are directly correlated; if the mean extent of provision is high according to the perception of the faculty, it is also high for the students.
4. The three LRCs vary in their present condition and in the extent of services they render along the areas of collection, personnel, physical facilities, services and use, financial support and technological advancement, thus, the need for a collaboration plan.

Recommendations

The following recommendations were drawn from the findings and conclusion of this study.

1. Learning Resource Centers in the Education and Training Units of the AFP-DND should be provided and allocated specific budget annually based on academic library standard in order to sustain its existing conditions and support its initiatives in developing its internet infrastructure as well as technological advancement in support to the academic and research needs of its clientele. Further, the organization should look into possibilities of maintaining the moderate existence of the LRC's collections, personnel, services and use, and physical facilities as foresighted to be the avenue of collaboration among libraries in the AFP-DND.
 - a. The LRCs may initiate establishing an institutional digital repository of indigenous information sources (theses, directed studies output, commandant papers, national security papers) and link with the website. This will ultimately increase the use of information and research resources.
 - b. Staff of the LRCs should be given opportunities to visit military libraries vis-à-vis academic information centers and attend training workshop for the improvement of their skills.
 - c. More computers with latest specifications and multimedia kit should be installed in order to increase users access to and use of their IT services.
 - d. Provide adequate reference service to support the academic needs of the students and faculty in the area of military studies, national security, research and technology at undergraduate and advance or post graduate levels.
 - e. Budget of the LRCs should be increased to sustain its services and operations annually.
2. To further satisfy the faculty, students and other library clients, it is highly recommended that: Learning Resource Centers in the Education and Training Units of the AFP-DND should enhance its provisions and conditions along collections, financial support and technological advancement by developing collection development policies and programs, acquire appropriate collections of books, realistic annual proposed plans and budget for the library, and regular upgrading of ICT infrastructure including its maintenance. In this case, the provision or conditions of the existing characteristics of the LRCs are effectively implemented and are considered functioning excellently.

- a. There is a need for extensive training programme on regular basis at the beginning of each semester; this is required for all the categories of library users so that they can use the Internet-based resources optimally for their studies and research.
 - b. Provide adequate reference service to support the academic needs of the students and faculty in the area of military studies, national security, research and technology at undergraduate and advance or post graduate levels.
 - c. LRC's should acquire more e-reference sources like e-journals and e-books focus on military and national security to satisfy the needs of the user.
 - d. The LRCs should liaise with the various faculties to find out ongoing research activities so that relevant literature will be prepared in anticipation of research needs.
3. It is strongly recommended that the existing characteristics of the selected Learning Resource Centers in the Education and Training units of the AFP-DND should have stable fund support provided by each institutions to maintain their existing conditions, collaborate with other military libraries by sharing available resources, technology capabilities, cooperative acquisitions and personnel training and development, develop linkages and networking with educational foundations and financial institutions, engage partnership with other academic libraries in the region; and continuously building and developing diplomatic relations from benevolent embassies in order to exceed the expectations of the library users as well as the library stakeholders.
 4. Support library policies to achieve the maximum use of library resources in the military and academic library.
 5. The findings will be useful for the selected LRC's of the Education and Training Units of the AFP-DND to review their library resources/collections, personnel, financial status, services and use, facilities and technology infrastructures to efficiently meet the needs of their users.
 6. In addition, it is also suggested that an association of Librarians in the Armed Forces of the Philippines-Department of National Defense (ALAFP-DND) be created, organized and be recognized as a professional organization under the supervision of the Department of National Defense.
 7. Further related study to be conducted to the Learning Resource Centers of the three branches of Service of the Armed Forces of the Philippines: LRC, TRADOC, Philippine Army (PA); LRC, NETC, Philippine Navy (PN); and LRC, AETC, Philippine Air Force (PAF).
 8. AFP-DND Learning Resource Centers is also recommended to undergo accreditations to further improve and standardized their current status.
 9. An inter-institutional collaboration system among the selected LRCs in the education and training units of the AFP-DND is very much needed and highly recommended in the areas of collection, personnel, financial support and technological advancement.

A PROPOSED INTER-INSTITUTIONAL LIBRARY COLLABORATION SYSTEM OF THE SELECTED
LEARNING RESOURCE CENTERS
IN THE EDUCATION AND TRAINING UNITS OF THE (AFP-DND)
PHILIPPINE MILITARY ACADEMY (PMA)
NATIONAL DEFENSE COLLEGE OF THE PHILIPPINES (NDCP)

AND

COMMAND GENERAL STAFF COLLEGE (CGSC)

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS

This MEMORANDUM OF AGREEMENT entered into and executed this 21th day of April 2012, at General Headquarters, Camp General Emilio Aguinaldo, Quezon City, Philippines, by and among:

The PHILIPPINE MILITARY ACADEMY, hereinafter referred to as PMA, a duly organized educational institution, represented in this agreement by its Superintendent MAJOR GENERAL NONATO ALFREDO T PERALTA, AFP duly authorized for the purpose, with principal office at Baguio City;

The NATIONAL DEFENSE COLLEGE OF THE PHILIPPINES, hereinafter referred to as NDCP, a duly organized educational institution, represented in this agreement by its President, BRIGADIER GENERAL FERMIN R DE LEON, JR, AFP, RETIRED duly authorized for the purpose, with principal office at Camp General Emilio Aguinaldo, Quezon City;

and

The COMMAND GENERAL STAFF COLLEGE, hereinafter referred to as CGSC, a duly organized educational institution, represented in this agreement by its Commandant, REAR ADMIRAL EMMANUEL C MARTIR, AFP, duly authorized for the purpose, with principal office at Camp General Emilio Aguinaldo, Quezon City;

WITNESSETH

WHEREAS, the PMA, NDCP, and CGSC and are leading educational centers offering courses in the undergraduate and graduate levels;

WHEREAS, the issue of scarce resources has made it advisable for institutions of higher learning to pool and maximize their resources by and through collaboration, partnerships and networking;

WHEREAS, the PMA, NDCP, and CGSC desire to establish a special partnership in specific fields of education and development that will, by mutual sharing of human, materials and technical resources, enhance the technical capabilities of their academic patrons;

WHEREAS, the PMA, NDCP, and CGSC hope that by institutional collaboration, a closer relationship among them shall be attained resulting in a stronger staff development, an effective research and outreach program, and a most responsive instruction and curricula development, attuned with the times;

NOW, THEREFORE, for and in consideration of the foregoing premises, the parties agree to execute this Memorandum of Agreement involving the sharing of, and maximization of the use of resources in introducing and developing institutional programs, subject to the following terms, conditions and stipulations:

I. OBJECTIVES

Embracing the growing importance of collaborative and coordinated inter-institutional efforts, the library heads agree to propose and establish the Military Libraries Consortium, to be known in brief as the PNC (PMA, NDCP, CGSC) Library Collaboration. This networking among institutions strives to achieve an expanded sense of community, an effective enrichment of academic and military life and a strategic response to the increasing demands of rapid technological change.

The purpose of PNC (PMA, NDCP, CGSC) Library Collaboration is to allow the participating Learning Resource Centers to:

- A. Collaboratively acquire and/or share collections (Thesis/Commandant Papers/National Security Papers);
- B. Provide adequate research support to their own institutions' programs and other institutions;
- C. Provide better access for each member library to resources held within the PNC (PMA, NDCP, CGSC) Library Collaboration;
- D. Extend diversified expertise and services of library-participants; and
- E. Share information on important professional issues;

Area of cooperation will include collection development, personnel training and development, financial support through cooperative acquisitions, and technological advancement.

Affiliated military libraries may join in sharing information about collections, and access. Libraries with affiliate status will not share commitments to distributed collection development; participate in joint acquisitions, and grant proposals being shared by the participating LRCs.

II. RESPONSIBILITIES

A. Collection Development

1. The Learning Resource Centers cooperative commitments along collections and materials in Military, Theses, Commandant Papers (AFP-GSC Papers), Dissertations, and National Security Papers (MNSA).
2. Commitments by individual institution through their Learning Resource Centers to contribute one copy of their collections mentioned above with CD format.
3. The PNC (PMA, NDCP, CGSC) Library Collaboration will compile a union list of holdings of military serials, theses, commandant and national security papers.

B. Personnel Training and Development

1. The PNC (PMA, NDCP, CGSC) Library Collaboration shall conduct regular training and workshop among librarians of participating member institutions.
2. Partners in the collaboration shall develop training designs and programs align and support the objectives of the collaboration.
3. Grants and scholarships will be shared among librarians of the participating member institutions.

C. Cooperative Acquisitions

1. The PNC (PMA, NDCP, CGSC) Library Collaboration shall propose to cooperative acquisition of electronic resources related to military and national security. Possible purchase to military electronic journals and e-books is considered..
2. Partners in the collaboration will develop a method for distributing serial duplicates not needed at one library to others that can make use of each member libraries.

D. Technological Advancement through Resource Sharing

1. The library-participants will allow the faculty and students of the partner education and training units avail of its library resources under conditions that are similar to those that are being applied to their own respective faculty and students.
2. Resource sharing through the use of ICT will continue to enhance among the participating members to allow each faculty and students to accessed their available electronic collections.

E. Joint actions

1. Joint grant proposals: Whenever appropriate, members of the Consortium will collaborate to obtain outside and extra-institutional grant funds to support the PNC (PMA, NDCP, CGSC) Library Collaboration goals. Examples include preparation of bibliographical finding aids or data bases, digitization of manuscripts and images, etc.
2. Preservation programs: whether through joint grant applications or coordination of institutional projects, the possibility of joint efforts to preserve collections will be pursued. This may include sharing materials to fill out incomplete sets or transferring what is out-of-scope materials at one library to another committed to collecting in a given area.
3. Development of academic projects: bibliographies, newsletters, exhibitions, trainings and conferences.
4. The PNC (PMA, NDCP, CGSC) Library Collaboration will explore the possibility of jointly archiving some electronic information sources, such as electronic repositories and journal databases, important data available through networks.

III. ORGANIZATION

- A. The PNC (PMA, NDCP, CGSC) Library Collaboration will have a Chairman, elected or appointed by the head of the institution and coordinating member librarians for a term of three (3) years. The Chair will be responsible for coordinating joint activities of the member Learning Resource Centers.

- B. The PNC (PMA, NDCP, CGSC) Library Collaboration will have a Secretary. The Secretary will provide assistance to the Collaboration.
- C. The PNC (PMA, NDCP, CGSC) Library Collaboration should meet quarterly.
- D. Evaluation of the PNC (PMA, NDCP, CGSC) Library Collaboration effectiveness will be an ongoing activity. Each member librarian will contribute an assessment of the Consortiums contribution to realizing his library's area needs, which will become part of the Chairman's annual report. Under guidance of the Chair, the members will conduct a comprehensive evaluation of the Consortium after three (3) years to determine whether the program has been effective and whether it should be continued.

IV. AMENDMENT

No major changes on the content of this Memorandum of Agreement shall be done without the consent of the partner institutions. The major contents shall be respected despite any changes in leadership in each respective institution.

V. DURATION

This Memorandum of Agreement shall take effect on 21 April 2012 and end on 21 April 2015, subject to extension upon mutual agreement of all parties.

IN WITNESS WHEREOF, the parties have hereunto affixed their signatures on this date on this 21 April 2012 in Quezon City, Philippines.

Superintendent
Philippine Military Academy

President
National Defense College of the Philippines

Commandant
Command General Staff College

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