



LIBRARY AND INFORMATION SERVICES RESEARCH PUBLICATION

**From the 32nd Library and Information Services Month
National Library of the Philippines
November 2022**

CATEGORY B

**YAP • ALMENDRA • CODILLA • DUGUIL • PADILLA • RAMBUYON
• MALABANAN • AQUINO • REYES**

National Library of the Philippines
Manila 2023

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FOREWORD

Research is what propels humanity forward.

As what this statement suggests, research is relevant in the development and improvement of people's lives. It is a valuable tool in addressing the needs of the society, provides reliable data in finding solutions and uncover effective policies or systems.

This is similar to the essential role of library and information services in the production of research and studies relevant to the enhancement and development of existing knowledge and processes. As a wellspring of sources and information, it is crucial that libraries must also give attention to its services, programs, projects, advocacies and initiatives in performing its role in research development.

Hence, the Library and Information Services Month (LISM) 2022 Research Conference expanded the opportunity for Library and Information Science students and professionals to showcase their research and contribute to the improvement of library management system and services. It is likewise expected to produce studies on the roles of libraries in the preservation of Filipino culture and heritage based on the LISM theme: ***"Mga Aklatan Bilang Kanlungan ng Karunungan: Tagapangalaga ng Kultura at Pamanang Lokal."***

A compilation of the top three winning researches, this book could provide significant data on the specific areas of libraries and will benefit all types of libraries that have similar concerns in their services, policies, etc.

This research publication is a must read reference material for library professionals and administrators who seek new ideas; consider proposals with bigger potentials; and, apply effective solutions to a certain problem in this field. We highly encourage everyone to get an inspiration from these researches and contribute in the different aspects of library services.

PREFACE

The celebration of the 32nd Library and Information Services Month (LISM) is one of the grand event in the field of librarianship. During this annual celebration, library professionals, students, library organizations, lead agencies and the community joined together to continuously promote the importance and the role of library and information services in the community.

The Search for 2022 LISM Best Research Award and the LISM Research Conference were initiated with a goal of increasing the number of researches about library services and its role in preserving culture and heritage. There are two categories-- (a) the undergraduate students of Bachelor of Library and Information Science (BLIS); (b) the researches from several professional librarians and graduate students of BLIS.

A group of panelists from the members of the Philippine Librarians Association, Inc. (PLAI), who are specializing in library and research provided their services to assist the NLP LISM Committee in identifying the research outputs based on the set rules and criteria.

In this research journal, a selection of studies about the following topics were submitted: Culture and Creativity, Guaranteeing Access to Knowledge, Information and Culture, Intellectual Repository, Libraries and Culture, Libraries as Agencies of Culture, Role of the Library in Contemporary Culture and, Library, Heritage, and Society. However, only three from each category are included in this publication. The top three winner from Category A and B were published with the following titles:

Category A:

1. REFERENCE SELECTION AND UTILIZATION AND OF CAMARINES SUR POLYTECHNIC COLLEGES FACULTY IN SYLLABUS-MAKING
2. GREEN LIBRARY PRACTICES AMONG SELECTED ACADEMIC LIBRARIES IN CAMARINES SUR: BASIS FOR LRDS ENVIRONMENTAL SUSTAINABLE PLAN
3. MANAGING BARRIERS: CHALLENGES AND SOLUTION IN ACCESSING DIGITAL LIBRARIES – A SYNTHESIS STUDY

Category B:

1. COLLECTION ASSESSMENT OF INDIGENOUS KNOWLEDGE AND LIBRARIANSHIP: COURSE PREPAREDNESS AND REPRESENTATION STUDY IN CALABARZON

2. ORAL TRADITION AND EXPRESSIONS RESOURCES AND
CONSERVATION PRACTICES OF SELECTED PANGASINAN
LIBRARIES

3. THE VALUE OF PUBLIC LIBRARY ACCESS: A BI-INTERVAL
HISTORICAL RETROSPECTIVE ANALYSIS OF PRE-PANDEMIC
QUEZON CITY PUBLIC LIBRARY – MAIN

The LIS Research Publication will be available to the public as a primary reference of the future programs which could be implemented by different libraries, library science educators and library administrators.

ACKNOWLEDGEMENT

The NLP Library and Information Services Month Committee acknowledges the importance of using research in building interactive bridges between public libraries and their communities amid a rapidly changing society. Hence, the Committee wishes to express its profoundest gratitude to:

- the National Commission for Culture and the Arts (NCCA), through the National Committee on Libraries and Information Services, for providing the financial assistance necessary to make this research publication a reality;
- the National Library of the Philippines (NLP), headed by Director IV Cesar Gilbert Q. Adriano and Assistant Director Edgardo B. Quiros, for demonstrating their unwavering support in all the LISM activities, particularly the LISM Research Conference and publication;
- all members of the LISM Committee headed by Maricel M. Ureña for the planning, facilitating and extending this activities to NLP's stakeholders;
- the Research Panelists who have reviewed and facilitate the selection process of the submitted papers,
- all others, whose resources, skills, time, and effort have incredibly contributed to this project; and above all
- The Divine Creator for the life, knowledge, and wisdom.

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ABOUT THE LIBRARY AND INFORMATION SERVICES MONTH

The National Library of the Philippines (NLP) and the National Committee on Library and Information Services (NCLIS) of the National Commission for Culture and the Arts (NCCA) spearheaded the celebration of the Library and Information Services (LIS) Month in accordance with Proclamation No. 837 series of 1991, which declared the entire month of November as LIS Month. The celebration is being conducted every year to promote awareness on the invaluable service rendered by libraries and information centers, such as providing data and materials for lifelong knowledge and learning, for research and leisure.

In 2022 LIS Month was celebrated with the theme, ***"Mga Aklatan Bilang Kanlungan ng Karunungan: Tagapangalaga ng Kultura at Pamanang Lokal,"*** which highlighted the significant roles of libraries in providing services and information in the promotion and preservation of Filipino culture and heritage. As many libraries become a repository of materials and information of the local heritage and history of the community, this ensure that these materials were being preserve for the future use of the community.

This year, in partnership with library associations and public libraries, LISM Committee and NCCA-NCLIS prepared activities that will support and contribute to the improvement of library services, and develop programs that will increase the role of libraries in nation building.

OBJECTIVES

The main objective of the project is to raise awareness about the libraries' services, as well as the role of the libraries in the development, promotion and preservation of Filipino culture and heritage that is significant in the sociocultural aspect of the community. Specifically, it aimed to:

1. Raise awareness in the library community through events, social media, websites, and hybrid activities (online and onsite activities).
2. Create uniform schedule of events for the many types of libraries by inviting various library groups in the country to participate in the month-long celebration;

3. Recognize the services, programs, projects, advocacies, initiatives, and activities of libraries and information centers in identifying distinct cultural resources of their respective communities and promoting interest in understanding local heritage and culture.

SEARCH FOR 2022 LISM BEST RESEARCH AWARD AND LISM RESEARCH CONFERENCE

The 32nd Library and Information Services Month (LISM) Committee, in partnership with the National Commission for Culture and the Arts (NCCA) through the National Committee on Libraries and Information Services (NCLIS), facilitated the announcement of Call for Papers in connection with the LISM celebration on November 2022.

Submitted research papers underwent the peer-review process and those deemed publishable were made eligible for the 2022 LISM Best Research Award. Library and Information Science students and professionals have been invited to share the fruits of their research through publication and oral presentation in the LISM Research Conference.

OBJECTIVES

1. To examine the role of libraries and information centers in protecting, conserving, and preserving local heritage and culture.
2. To determine the importance of building local heritage collections and the roles librarians play in promoting and caring for the local heritage within their community.
3. To recognize services, programs, projects, advocacies, initiatives, and activities of libraries and information centers in identifying distinct cultural resources of their respective communities and promoting interest in understanding local heritage and culture.

**COLLECTION ASSESSMENT OF INDIGENOUS
KNOWLEDGE AND LIBRARIANSHIP: COURSE
PREPAREDNESS AND REPRESENTATION STUDY
IN CALABARZON**

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Abstract

One core competency expected from a Bachelor of Library and Information Science (BLIS) student is to gain understanding and expertise in the selection, organization, and preservation of historical, cultural, and archival documents categorized as indigenous knowledge. In the practice of Philippine librarianship, it is important to gain cultural competence and it can be achieved by taking a course on indigenous knowledge and multiculturalism. Students are trained to promote Filipino cultural heritage as expressed by RA 7722. The provision of a special topic on indigenous knowledge and multiculturalism as an elective course prepares BLIS graduates to further enhance their ability to understand users' diverse needs and cultural backgrounds as well as integrate indigenous approaches to research methodology. This study examined the representation of indigenous knowledge collection in the holdings of select libraries in CALABARZON. It reviewed the status of indigenous knowledge collections in libraries by using methods such as peer comparison and list checking. The paper also made an analysis of the collections based on IFLA's core actions listed in the IFLA/UNESCO Multicultural Manifesto. This study attempted to provide a contribution to the area of indigenous librarianship in the Philippines.

Keywords: indigenous knowledge, collection assessment, diversity, multiculturalism, cultural competence, BLIS program

INTRODUCTION

The integration of indigenous knowledge (IK) and multiculturalism in the Bachelor of Library and Information Science (BLIS) curriculum in the Philippines was a result of the revision of the BLIS curriculum in compliance with the Commission on Higher Education (CHED) Memorandum Order no. 24 series of 2015 that took effect in the academic year 2018 (Tinipunan, 2021). The course on Indigenous Knowledge and Multiculturalism offered in the BLIS program is taught as a special topic and forms part of a prescribed minimum requirement to operate the program as stated in the 2015 Revised Policies, Standards, and Guidelines for the Bachelor of Library and Information Science (BLIS) Program (Maestro, et al., 2018). Challenges arise regarding how the course will be introduced and discussed when there is a lack of a prescribed syllabus and the question of LIS faculty preparedness to teach indigenous librarianship. Furthermore, teaching a new course entails the provision of relevant materials and collections necessary to teach the course.

Republic Act 7722 or the Higher Education Act of 1994 promotes intellectual growth and research and enrichment of Filipino cultural heritage. The law created the Commission on Higher Education (CHED) and its role is to provide reforms in the education system including academic and intellectual freedom. CHEDs mandate is to guarantee the enrichment of our history and culture including indigenous knowledge.

Cultural Competence on Indigenous Knowledge

Cultural competence is the ability of individuals and systems to work or respond effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served (Williams, 2001). The capacity to comprehend and communicate with individuals from different cultural backgrounds is referred to as cultural competency. We must be aware that each of us has a culture with specific customs and beliefs that both shape and is shaped by our experiences and behavior. However, being culturally competent goes beyond only being aware of the existence of different cultures. Increasing our cultural competence enables us to interact, comprehend, and communicate with people from different cultures. It enables us to more effectively appreciate the distinctions between various cultures and our own.

Indigenous Knowledge Collections

Indigenous knowledge is defined as knowledge that is spatially and/or culturally context-specific, collective, holistic, and adaptive (Mistry, 2009). Indigenous knowledge collections are the kind of information that plays a big role as part of the library's resources. These collections will conserve the traditional expressions, which the next generation will benefit from. Preserving and conserving indigenous knowledge collections will also help to recognize and maintain the identity of the owner of a particular tradition. Muswazi (2001) argues that the library and information services do not sufficiently address important knowledge access issues. Given that the indigenous material is poorly organized in terms of indexing and abstracting, it is understandable why there is very little access to it (Warren and McKiernan, 1995).

PROBLEM STATEMENT

LIS educators preparing for courses heavily rely on the availability of materials that are ready to use in teaching the assigned course. The introduction of new courses for a new curriculum requires ample time for preparation and syllabus design. This includes the number of materials related to any course offering to see whether the appropriation of materials is enough for the number of students enrolled. In preparing BLIS students to be culturally competent, the subject-specific library or its general collection shall contain adequate materials for instructors and students to use. What are specific IK titles available in these libraries? Are there materials available as a reference to teach the course related to indigenous librarianship? How culturally diverse are the collections and do they represent a multilingual collection? These questions are raised as to how we see the preparation of each LIS school in teaching indigenous knowledge and multiculturalism.

Article VI Required Resources Section 15 of the CMO 24 series of 2015 states that a separate library or section should be made available to support the instructional and research needs pertinent to LIS. The library shall maintain resources of sufficient depth, quantity, and accessibility to support the LIS courses offered. In acknowledging the revised policies, standards, and guidelines for the BLIS program, emphasis on collection development must be in place. The collection's representation of indigenous knowledge and multiculturalism is necessary to teach the special elective course.

Higher Education Institutions (HEIs) are required to comply with the requirements within two years after its effective date. The academic year 2018-19 started the new BLIS curriculum. Since then, we look at how BLIS programs through their libraries were able to develop their collections in preparation for the special topic of indigenous knowledge and multiculturalism. Specifically, this research will:

1. Identify the status of indigenous knowledge collections in libraries by using methods such as peer comparison and list checking. What is the status of their holdings? Are they represented well in the collections?
2. Review the collections based on IFLA's core action on developing culturally diverse and multilingual collections and services listed in the IFLA/UNESCO Multicultural Manifesto. Are the collections aligned with the IFLA/UNESCO Multicultural Manifesto?
3. Compile a local list of indigenous knowledge that can be used to recommend a core collection towards information ownership. Can this study build a potential list of core collections in indigenous librarianship?

THEORETICAL FRAMEWORK

The provision of inclusive community-wide services and the development of collections for diverse populations activates the library's thrust in serving the needs of all persons in the community including the underserved and the underrepresented. It is the responsibility of the library to advocate for services that demonstrate a need to identify the cultural backgrounds of its constituents.

Social Representation

Our reality is that academic libraries are tasked to provide the research, instructional, and academic needs of their community based on the requirements set by the program. Libraries are more concerned with the number of titles or unique holdings they should have in the collection but frequently investigate the demographics of their community and see whether their collection represents the people whom they serve. Social representations can be in a form of gender, health, disability, or ethnicity (Howarth, 2006). In this sense, how do we develop a sense of community and social identity by looking into our own environment of users? Social representation studies are not apparent in library collection development or collection assessment. Questions about how to measure social representativeness might need an answer but we shall deal first with social representation in libraries concerning its collections and representativeness. Approaches in collection development are in place but how do libraries prepare themselves in cases where new programs are developed and how well do they task their acquisitions librarian to study the representativeness of the collection? Are their policies in place to avoid bias in the collection? While these are not the focus of the study, it will be interesting to understand how representation in the library collection is achieved at times where Philippine libraries are mandated to secure a diverse cultural heritage collection.

Social representation in this study is perceived as an object representing the image of a socialized group of individuals. The object being represented are the materials as part of the library collection. These object representations possess the culture of the people as a collective discourse (Wagner, 1996). The understanding of this representation is depicted in the material object as how the materials are being represented as part of the library collection. The conception of the object is not seen in the psychological nature of humans but in how physical objects are represented as part of their cognitive representation.

Cultural competence can be achieved if librarians examine the communities' cultural backgrounds. It is important for librarians to equip themselves with self-awareness and understanding of the people around them. Once they know how to deal with a diverse group of patrons, these in turn influence the way they develop the library collection (Beloit College, 2020).

METHODOLOGY

The focus of the research is to identify the indigenous knowledge collection of LIS schools in the CALABARZON region and the assessment of this collection based on its readiness to offer a special topic course on indigenous knowledge and multiculturalism for the new BLIS program. Collection assessment is utilized as a methodology to analyze the existing collection.

Selection

Library schools were chosen based on the performance of schools in the September 2022 Librarian Licensure Examination. Four universities were identified but only three of them have an Online Public Access Catalog (OPAC). The universities come from Batangas, Laguna, and Quezon. After identifying the library schools, the extraction of

data will follow using search criteria. The focus is to gather all related materials, preferably Filipiniana. Libraries are anonymized and will be identified as libraries 1,2, and 3.

Data Collection

Using a method called peer comparison, the authors spent time searching and retrieving records from the OPAC. The following keywords were used:

indigenous knowledge; multiculturalism; indigenous people; indigenous librarianship

Below is the process of extracting records:

- a. Using a simple search for each keyword, identify the number of retrieved results and compile a list of titles.
- b. Using advanced search and combining keywords using the Boolean operator NOT, identify the number of retrieved results and compile a list of titles.

Tally all the records and create a master list. Duplicate records are removed, and non-relevant titles are removed. The identification process for non-relevant titles is based on available abstracts, subject headings, or the title itself. Extracted records metadata include author, title, and year of publication.

The same procedure is done to the collection of the National Library of the Philippines (NLP). List checking was the method used to compare the holdings of the NLP as the designated depository of print publications in the country. It is expected that local publishers and non-government organizations including those concerned with indigenous knowledge provided NLP with a copy of their publications. According to Presidential Decree No. 812 (1975), a deposit shall be given to the NLP for the preservation of local heritage materials. It is assumed that publications are available in the National Library of the Philippines. In this case, a second comparison was made making NLP the benchmark of all Filipiniana sources.

Data Analysis

Records from one library are compared with the rest to identify which title is unique to every library. After this method, the final list of extracted records will be reviewed based on IFLA/UNESCO Multicultural Library Manifesto core action on developing culturally diverse and multilingual collections and services. Based on the collection alone, it can identify the different cultures currently served by the libraries, the language of the materials, and other characteristics that can be reviewed while doing the collection analysis.

REVIEW OF RELATED LITERATURE

In collection development, the service of identifying the needs of the patrons happens regularly. The study of collection development also entails the need to review your target groups as new programs arise. Librarians must understand the research needs of the patrons, the tools related to them and other activities which may help the collection development librarian decide which materials to acquire (Edgar, 2003). Any new programs offered by a university should be well represented in terms of library collection and services.

Indigenous knowledge (IK), a significant part of knowledge, is seen as being essential to any nation's knowledge system. Although indigenous knowledge is crucial for advancing the knowledge economy, it has been noted that many indigenous knowledge systems are slowly dying out in emerging nations such as Nigeria as a result of social, political, and economic development (Kaffashan Kakhki et al., 2021).

Additionally, Kaffashan Kakhki et al. (2021) revealed that educational purposes were the primary reason for using indigenous knowledge in libraries. It was also revealed that video and audio recordings were significant sources for preserving IK in public libraries. Access to IK resources was provided by the users through the use of ICT tools such as computers and compact discs, while inadequate funding was identified as the major challenge facing the development of IK.

Indigenous librarianship primarily focuses on offering services and collections of books and information that are appropriate for Indigenous people and their culture. It has a strong theoretical foundation that is critical and grounded in the current reality of Indigenous Peoples and their aspirations for self-governance and sovereignty (Burns et al., 2010).

According to Buckland (1989), massive collections of materials are put together by libraries. These collections carry out three very distinct functions: archival, dispensing, and bibliographic. The collection's bibliographic function is contrasted with that of catalogs and bibliographies. It is fundamental to distinguish between the development of collections and materials. Although frequently viewed narrowly as selection for acquisition, collection development in libraries is similar to file organization in computing systems and comprises a range of decisions that form the profile of each collection. The rise of remotely accessible materials reduces the value of possession over access, has important implications for all three functions of collections, and signals a shift in emphasis away from bibliography and traditional catalogs and toward cooperation.

Collection development is viewed as a crucial part of the information life cycle in libraries and information centers. Activities for managing and developing collections do not take place in a vacuum. The development and management of collections in libraries are directly influenced by several factors. These elements serve as both a bridge and a barrier for the construction and maintenance of effective collections (Khan & Bhatti, 2016).

FINDINGS/RESULTS

Three online public access catalogs from higher education institutions in CALABARZON areas were included in this study.

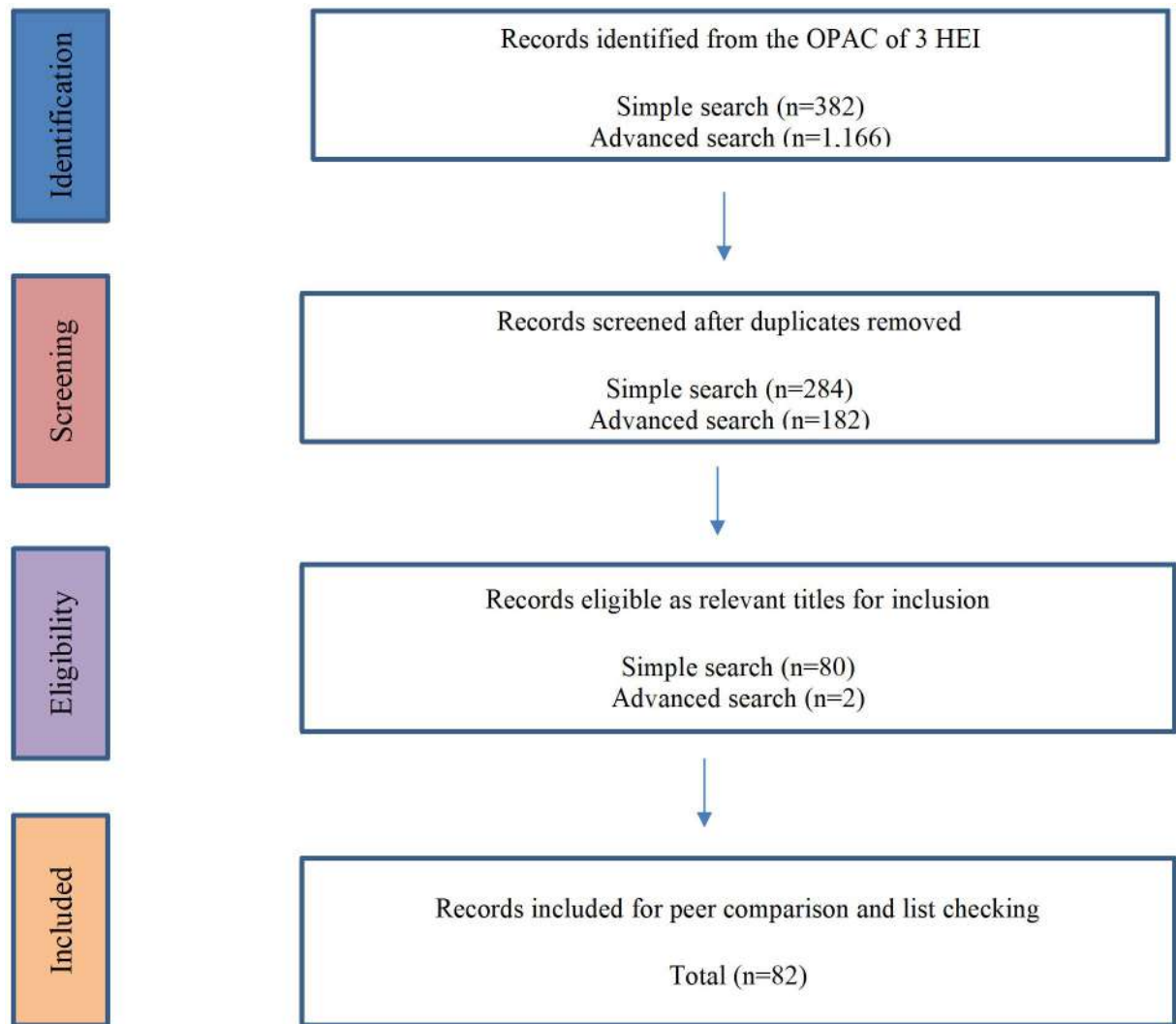


Figure 1. Diagram of retrieved and eligible records for inclusion in the study

After careful examination of records extracted using identified keywords, 82 records were included as relevant titles for peer comparison and list checking. Library 1 have 17 collections, Library 2 have 9 collections, and Library 3 have 56 collections. During the screening process multiple records with the same title occurred. It was the reason why a huge number of records were removed after looking into the duplicates.

Keywords	Library 1	Library 2	Library 3	Total
Indigenous people	11	77	60	148
Indigenous knowledge	7	60	10	77
Indigenous librarianship	0	11	0	11
multiculturalism	51	0	95	146
Total	69	148	165	382

Table 1. Retrieved results using a simple search

Using a simple search, “indigenous people” had the greatest number of search results followed by “multiculturalism” with 146 search results. “Indigenous librarianship” retrieved 11 results from only one library.

In conducting a peer comparison of library collections among three HEIs, it was revealed that most of the library collections are unique from one another. Two libraries were found to have two similar relevant titles. The titles were: “Public speaking: concepts and skills for a diverse society” by Clella Jaffe which contains training concepts when speaking to a culturally diverse audience and “Becoming a multicultural educator: developing awareness, gaining skills, and taking action” by authors by William A. Howe and Penelope L. Lisi. Their book contains strategies for multicultural education.

All identified relevant titles use English as the main language of the content. There are 27 Filipiniana titles from a scope of 82 records.

Library	Main Language Used in Text	Identified Filipiniana	Identified Non-Filipiniana	Total
1	English	3	14	17
2	English	20	36	56
3	English	4	5	9

Table 2. Scope of Relevant Titles

Checklist of Select IFLA Core Actions in the IFLA/UNESCO Multicultural Manifesto

Core Action	Library 1	Library 2	Library 3
Developing culturally diverse and multilingual collections	√	√	√
Collections about cultural expression and heritage, paying particular attention to oral, indigenous, and intangible cultural heritage	√	√	√

Table 3. IFLA Core Actions in the IFLA/UNESCO Multicultural Manifesto

Only Filipiniana titles were considered for this assessment. Based on the titles and abstracts available in the OPAC, most of the collections contain cultural expressions and heritage with content related to oral, indigenous, or intangible cultural heritage. They contribute to the development of culturally diverse collections.

In benchmarking national collections related to indigenous people, indigenous knowledge, multiculturalism, and indigenous librarianship, a similar search was conducted in the OPAC of the National Library of the Philippines. List checking was the method used to compare the holdings of the NLP as the designated depository of print publications in the country.

Keywords	NLP
Indigenous people	24
Indigenous knowledge	15
Indigenous librarianship	0
multiculturalism	3
Total	42

Table 4. Number of Collections Found at NLP

Among the 42 collections found at the National Library of the Philippines, most records found were under the scope of “indigenous people” followed by “indigenous knowledge”. All the titles retrieved were unique and non-existent in the libraries being studied.

The researchers also expanded their search by looking into the organizations that advocate in indigenous knowledge in the Philippines. Among them were Cordillera Women's Education Action Research Center, Inc., Tebtebba, Commission on Human Rights, and National Commission on Indigenous Peoples. 91 Filipiniana titles were retrieved with no similar titles in the libraries being studied.

Discussion of Results

Representation of culturally diverse and multilingual collections in the select libraries is present but very low in terms of availability. Having a low number of diverse cultural heritage collections will have an impact on the preparation of the BLIS course on Indigenous Knowledge and Multiculturalism. Five years after the implementation of the new curriculum, the library collection needs to be reviewed periodically to achieve the library's purpose of offering adequate materials for the instructor and the student to use.

Status of Holdings

It is important to identify the total number of collections of every library. It is also important to know the percentage of increase per year. In this study, we focused on the current number of holdings based on keyword searching. On average, only 27.33 unique titles are present in every library studied. This number shall be distributed as to how many enrolled students are present in the university as well as in the BLIS program.

IFLA/UNESCO Multicultural Manifesto

While the checklist would say that all three libraries develop and provide collections that include cultural expression and heritage, that pay attention to oral, indigenous, and intangible cultural heritage, it is not enough to represent the totality of indigenous peoples in the Philippines. There are more than a hundred indigenous peoples in the Philippines with diverse cultures and languages. All publications are written in English. Collecting materials in other languages is a challenge but this must be a priority of every library. With only 29 identified Filipiniana materials with no similar titles in the holdings of the National Library of the Philippines, there is a problem with how libraries collect these kinds of sources. The increase of collections particularly focusing on diverse languages will provide access and inclusive information about the many indigenous peoples we have in the Philippines. It will also create a deep understanding of the many cultures we have in the country. Once we develop a national sense of the diverse collection, social representation among indigenous peoples will be achieved through sources of information (e.g. print books).

Towards a Core Collection Development

Do we need a core collection list of indigenous knowledge collections in the Philippines? The intention of the study is to compile a local list of indigenous knowledge in a form of a recommendation to provide the needs of the target groups, in this case, the LIS students and faculty. However, it may not be enough to just look into the holdings. An in-depth review of the titles with the help of experts is also needed to accomplish this goal. As there are no similar titles found in the collection of NLP in comparison to the three libraries studied, it is not enough to publish the titles based on the extraction of records.

CONCLUSION

Cultural awareness starts with educating ourselves. Having a special topic course on Indigenous Knowledge and Multiculturalism is one step for future librarians to understand their own cultural heritage. In this sense, collection development needs to be reviewed to develop culturally and well-represented, diverse, and multilingual collections. Cultural awareness with the help of culturally diverse collections will help increase and spread knowledge of diverse cultures. In turn, cultural sensitivity and competency will help us grow as a community.

RECOMMENDATIONS

In the next phase of the research, identify the type of sources to note if they are books, proceedings, reports, theses, dissertation, or other types of material. Establish a group of LIS faculty, representatives of NLP, collection development professionals, and IP experts in the Philippines to draft a core collection of IP materials related to the teaching of indigenous knowledge and multiculturalism.

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**ORAL TRADITION AND EXPRESSIONS
RESOURCES AND CONSERVATION PRACTICES
OF SELECTED PANGASINAN LIBRARIES**

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Abstract

Advocates in the Philippines' Pangasinan Province fear that the region's indigenous languages are in danger of extinction because they are not being used to pass on the region's rich cultural history. Now, more than ever, libraries are concentrating on modernizing their services to better accommodate students of the digital age. However, this comes at the expense of long-held customs, local lore, and the cultural history of the community as a whole. Though many librarians have compiled local history materials, these materials are primarily in written rather than oral form. Then how will the next generation learn to communicate in their native tongue? Languages are endangered, and this study presents data on how libraries are playing a crucial role in conserving them. Nine (9) public libraries in Pangasinan were surveyed for this study representing the Provincial library, City Libraries, and municipal libraries of the 4th District of Pangasinan. The responses of eighteen (18) librarians from these libraries were used to conduct an in-depth examination of the oral tradition and expression collections housed in their public libraries as well as their conservation practices. The collected data revealed that only a small number of Pangasinan oral traditions and expression resources are available in the public libraries in Pangasinan. Moreover, the Pangasinan public librarians do not employ conservation measures of these resources.

Keywords: Language Preservation, Pangasinan, Oral Traditions and Expressions, Cultural Heritage, Library

INTRODUCTION

Oral traditions are "transmitted, retold, and shared across cultures" (Abdul Kargbo, 2008: 442). No training is needed to do this "living art." A knowledgeable illiterate can preserve oral traditions and expressions. Given that many of our older generations lacked formal education, it thrives when wisdom isn't limited to written texts or literature. They exist in the hearts and minds of our aging population and are ready to be moved anywhere, at any time. Usually, grandparents or parents pass them on to their grandchildren or children. To keep these traditions "alive," communities must capture and maintain their oral traditions and expressions, which reflect their emotions, thoughts, ideas, beliefs, language, and sounds (intangible cultural heritage) (Civallero, 2007).

IFLA believes a country or region's identity is based on its cultural heritage, which includes tangible and intangible cultural and natural heritage sites, as well as movable and immovable assets passed down from generation to generation (Cultural Heritage, n.d.). Cultural heritage shows a person's identity in diversity. Without cultural heritage, it's as if a culture never existed. Sekler (2001: 4) says there are many ways to form and maintain cultural identity. Intangible cultural heritage includes customs, rituals, poetry, music, and dance. Many are passed down verbally and its survival is threatened.

Oral traditions and expressions include proverbs, riddles, tales, nursery rhymes, legends, myths, epic songs and poetry, charms, prayers, chants, songs, and dramatic performances, according to UNESCO (n.d., p. 1). This sector relies heavily on language. If a community doesn't use or practice language, it can lead to the loss of oral traditions and expressions. Olaifa (2014) said a language is endangered when its speakers don't pass it on. Language can portray any culture at any time. It is dependable. Many languages show how tales, songs, and poems are transmitted orally in diverse societies.

As long as people can retell oral traditions and expressions, they should be protected. UNESCO (2003) defines safeguarding as "actions to ensure the viability of intangible cultural heritage, including identification, documentation, research, preservation, protection, promotion, enhancement, transmission, and revitalization" (p. 3). According to Olaifa (2014), "good language recording and preservation will prevent extinction and preserve cultural richness" (p. 25).

This study will heavily rely on UNESCO's Recommendation on the Safeguarding of Traditional Culture and Folklore (1989), which suggested member states safeguard their folklore (a form of cultural expression) through identification (registries and databases), conservation (documenting, archives), preservation (folklore education, code of ethics), dissemination (publication, films, etc.), protection, and international cooperation. UNESCO believes a country or region's community should preserve folklore.

The Multicultural Library Manifesto (IFLA, 2009) states that "all libraries should reflect, support, and promote cultural and linguistic diversity at the international, national, and local levels" (para. 3). This concept highlights the role libraries play in preserving cultural diversity through the active use and protection of the local

language, while adhering to IFLA's statutes to "promote high standards of library and information services and professional practice, as well as the accessibility, protection, and preservation of documentary cultural heritage." (IFLA 2008, section 2.2.1)

The UN's 2030 Agenda for Sustainable Development calls on governments to protect the world's cultural and natural heritage (target 11.4) and protect fundamental freedoms (target 16.10). (UN, 2015). Public libraries, as government businesses, help achieve this.

This study assumes that preserving oral traditions and expressions promotes a local language. IFLA defines libraries as cultural institutions tasked with documenting print and non-print resources and making them public for dissemination and preservation.

After examining the Pangasinan public library's resources on Pangasinan oral traditions and expressions, the researcher analyzed their identification, preservation, conservation, digitization, promotion, and marketing practices.

Public libraries of various nations play a crucial role in society, especially in preserving cultural heritage, oral traditions, and expressions. This study presents the Pangasinan oral tradition and expression resources available in nine Pangasinan Public Libraries and their practices in conserving them.

REVIEW OF RELATED LITERATURE

Linguists estimate that by the 22nd century, only 1/10th of our languages will remain (Ethnic Groups Philippines, n.d., "Languages of the Philippines," para. 2). Pangasinan, a region north of Manila in the Philippines, is "losing its grip on the indigenous dialect," according to the provincial government's website. Micua (2010) cited former Pangasinan Provincial Governor Amado T. Espino, Jr., who said the language must be preserved.

Mary Ann Macaranas, KWF's Director for Sentro ng Wika at Kultura in Pangasinan, reported PSA survey results from 2000 to 2010 showing Pangasinan ranked 43rd among home languages Cardinoza (2018). KWF Commissioner Purificacion Delima said parents' inability to teach their children Pangasinan contributed to its extinction. Anderson & Anderson (2007) said, Pangasinan was endangered at the time in Philippine Studies. They also outlined the causes of the language's decline: migration, cultural prominence, urbanization, inter-ethnic marriage, and changing language use in communication contexts (p. 9). The essay concludes that local speakers must be aware of and understand their roles in preserving the Pangasinan language.

Oral traditions can reveal a literary work's tangible (old instruments) and ethereal (poems) cultural history. A cultural treasure worth remembering. Reading the article of Villafania (2010: 6), it's clear that Pangasinan literature was unwelcome and in danger.

The National Cultural Heritage Act of 2009 gives several Philippine cultural agencies the responsibility of protecting our cultural heritage. "Rare and significant modern Philippine books, manuscripts, libraries, and electronic records" are in the National Library of the Philippines (p. 21). According to Olaifa (2014), this shows the

importance of libraries in preserving cultural heritage, as they can preserve not only written but also spoken language. Libraries and other institutions collect, document, archive, and save data on intangible cultural heritage, inform the public about its significance, and preserve it (Bonn, Kendall, & McDonough, 2017).

Local history collections are in many libraries. The majority of libraries' collections, according to Primadesi (2012), are textual, deal with local history (Melbourne Libraries), or are written in foreign languages (Magnus, 1979) rather than the local language. Some libraries have fantastic digital local history archives. Most electronic publications are printed (Bateman, 2012). Libraries should collect both textual and audiovisual materials.

A "multicultural" library should have narrators, musicians, and artists, according to Civallero (2007). (p. 1). Libraries can preserve oral traditions by telling stories in the local language, recording elders' stories, and repackaging them as audio books, virtual books, and talking books.

Libraries preserve documentary cultural history (IFLA, 2017). This research shows how Pangasinan public libraries preserve oral traditions and expressions. Documenting oral language usage in daily life or public performances of oral expressions are the most effective ways to preserve a language, not literary forms (UNESCO, n.d.).

Like the Ifugao's Hudhud chants and the Maranao Darangen Epic, which were declared Masterpieces of the Oral and Intangible Heritage of Humanity in 2001 and 2005, respectively, it is hoped that this study will serve as a humble starting point for successful documentation and inscription on UNESCO's Representative List of the Philippines. (Philippines' 2015 periodic report on the Intangible Cultural Heritage Convention)

In terms of the Pangasinan language, public libraries in the province's 44 municipalities and four cities (About Pangasinan, 2011) should have a wealth of oral history and expression thus preserving and promoting Pangasinan. This study aims to unearth Pangasinan oral traditions and expressions hidden in public libraries to promote their dissemination, reach, and awareness.

Key Concepts of the Study

The research for this study was supported by frameworks from multiple documents; the Convention for the Safeguarding of the Intangible Cultural Heritage (UNESCO, 2003) provides the primary framework for this study. ICH; UNESCO Recommendation on the Safeguarding of Traditional Culture and Folklore (1989); UNESCO Universal Declaration on Cultural Diversity; and IFLA's Multicultural Library Manifesto (IFLA, 2009). This study is motivated by the United Nations 2030 Agenda for Sustainable Development, which urges governments to "strengthen efforts to protect and safeguard the world's cultural and natural heritage (target 11.4)" and "ensure public access to information and protect fundamental freedoms in accordance with national legislation and international agreements (target 16.10)." (UN, 2015). Public libraries and government entities can support this objective.

PROBLEM

This research aimed to determine the available Pangasinan Oral traditions and expression resources in the nine public libraries in the Province of Pangasinan as well as their conservation practices.

Specifically, it sought to answer the following questions:

1. What are the available library resources on Pangasinan Oral tradition and expression in Pangasinan Public Libraries in terms of the type of material, the quantity of materials, and the manner of acquisition?
2. To what extent are the Pangasinan Oral tradition and expressions resources being safeguarded at the Pangasinan Public Libraries in terms of Conservation?
3. What recommendations can be proposed to safeguard and enhance these Pangasinan Oral traditions and expressions resources?

SCOPE AND LIMITATION OF THE STUDY

In order to assess the steps being taken to protect this collection, it will first gather information regarding the breadth of Pangasinan oral traditions and expressions in these libraries. The library materials used for this study were those on Pangasinan oral tradition and expressions, such as proverbs, riddles, stories, nursery rhymes, legends, myths, epic songs and poetry, charms, prayers, chants, songs, and theatrical performances, which were listed by UNESCO in the Convention. The study excluded all oral and written idioms and customs from Pangasinan as well as any languages other than Pangasinan. The Pangasinan Oral Tradition and accessible expressive resources were also subjected to bibliometric analysis.

The use of and effects on the local community of the Pangasinan Oral Traditions and Expressions collection are not included.

METHODOLOGY

The study adopted a descriptive survey technique (Mitchell and Jolley, 2013) to collect attitudes, beliefs, and self-reported behavior. A questionnaire was presented to eighteen licensed librarians from nine selected public libraries in the province of Pangasinan to establish the conservation and preservation techniques they apply. The questionnaire relied heavily on the UNESCO Recommendation for the Protection of Traditional Culture and Folklore (1989). In April 2019, the author-researcher administered the poll in person in public libraries. Using a 4-point Likert scale, the survey findings' relative frequency (RF) and weighted mean average (WMA) were calculated and displayed in Table 1.

Rating	Rating Scale	Descriptive Equivalent	Description
1	1.00 – 1.74	Not Practiced	The activity is not being done in the library.
2	1.75 – 2.49	Slightly Practiced	The activity is being practiced but only minimally and occasionally or only by a few library staff.
3	2.50 – 3.24	Moderately Practiced	The activity is being practiced widely but occasionally by most of the library staff.
4	3.25 – 4.00	Highly Practiced	The activity is being practiced regularly by most or all of the library staff.

Table 1. Four-point Likert Scale

Sources of Data

The key sources of data for this study were a survey questionnaire and an informal interview with the chosen public librarians, which served as additional and clarifying information. In order to give background information assistance, admission record books, acquisition lists, inventory lists, legal papers, and government legislation were also studied.

Additionally, secondary data was acquired from books, journal articles, unpublished papers, internet sources, and the findings of earlier research investigations.

Respondents of the Study

Nine (9) specifically chosen public libraries in the Province of Pangasinan provided the study's respondents, which were librarians. This included the municipal libraries of Mangaldan, Manaoag, San Fabian, and San Jacinto serving the 4th District of Pangasinan, three (3) of the four (4) City libraries (Dagupan City, Urdaneta City, and Alaminos City), one (1) Provincial Library located in the capital (Lingayen), and the San Manuel Public Library, one of the two Public Libraries in the 6th District of Pangasinan that is managed by a Professional Librarian. Due to the lack of a professional librarian overseeing their library, the San Carlos City Library was disqualified.

Purposive sampling was used by the researcher to perform the investigation. Eleven (11) librarians from city libraries, two (2) from the provincial library, and five (5) from municipal libraries made up the total of eighteen (18) licensed librarians who participated in this study's respondents from the nine (9) public libraries that were ultimately chosen, as shown in Table I. These libraries were chosen to symbolize Pangasinan's six Congressional districts.

Procedure of the Study

The Baguio City Public Library, The Benguet Provincial Library, and The Villasis Municipal Library were among the ten (10) public libraries where the survey

questionnaire was pre-tested for validity. After the validation of the survey questionnaire and receipt of the statistician's clearance, the researcher personally went to the selected public libraries to distribute the survey forms to the target respondents. To further explain the responses given on the questionnaire, a casual interview was also conducted. In addition, the researcher performed bibliometric analyses of the literature on Pangasinan oral expressions and traditions, focusing on proverbs, riddles, tales, nursery rhymes, legends, and myths, as well as epic songs and poems, charms, prayers, chants, songs, and dramatic expressions in the Pangasinan language. When feasible, the researcher gathered the digital file of the oral tradition and expression included in these libraries and also created a brief annotation.

RESULTS AND DISCUSSIONS

Pangasinan Oral Traditions and Expressions collection

The researcher conducted an inventory of the Pangasinan oral traditions and expression materials held by the study's chosen public libraries. Table II's data from the Head Librarians of the public libraries chosen for this study's visits reveals that there is a very little collection of Pangasinan oral traditions and expressions in public libraries in the Pangasinan province. Especially for the Pangasinan language, the majority of libraries had relatively limited information on oral history and phrases. Primadesi (2012) provided evidence for this claim, claiming that few libraries gather oral or visual resources related to local culture.

In the two (2) public libraries that were chosen, there were only two (2) categories of materials: songs and poetry. The selected public libraries have a total of ten (10) song-related resources and three (3) poetry-related works. 90% of their music collection is kept in audio format on audio CDs or compact discs, with the other 10% kept in computer discs as audio files. It is important to note that three (3) public libraries' collections did not contain a single item related to Pangasinan oral traditions and expressions. These include San Manuel Municipal Library, Manaoag Municipal Library, and Dagupan City Library.

The Pangasinan Hymn (**Luyag Ko Tan Yaman**), **Tanol ed tawen**, and **Aniweng day ugugaw tan aral ed bilay** are the only three (3) distinct audio CDs of oral tradition and expression that can be discovered in the chosen public libraries, according to an actual check of the contents there.

Aniweng day ugugaw tan aral ed bilay, an audio CD that included both music and poems, was carried by the majority of libraries. According to the librarians, this specific CD was a 2013–2014 effort of the Association of Pangasinan Public Librarians, Inc. (APPLI) that was distributed free of charge to its members.

The CD version or downloadable file of the Pangasinan Hymn was another item that was discovered to be shared by some of the chosen libraries (Luyag Ko Tan Yaman). In four (4) public libraries in Pangasinan, this song was discovered. Ironically, despite the Pangasinan hymn being a piece of local history, none of the other six Pangasinan public libraries had a copy of it. Ilocano is more widely spoken

than Pangasinan in this area, according to one of the study's librarian participants. Additionally, they have an English-language hymn. They have less documentation of Pangasinan oral customs and expressions because of this. The third resource, Tanol ed tawen, is exclusive to one library. It is an album of music performed by the Pangasinan Provincial Chorale.

All of the oral traditions and expression resources available in the libraries were obtained through donations or complimentary. This is understandable given the dearth of businesses that provide items related to oral traditions and expression, particularly in the Pangasinan language.

The Extent of Pangasinan Oral Traditions And Expressions Conservation Practices

Libraries and librarians need to come up with strategies to preserve the items they currently own in addition to recognizing oral traditions and idioms used in the community. This section describes the perceptions of librarians regarding the level of security practices in their libraries, as to whether it is (1) not practiced, (2) slightly practiced, (3) moderately practiced, and (4) highly practiced.

Table 2. Extent of Conservation Practices

Activity	1		2		3		4		WMA	Descriptive Equivalent
	f	fx	f	fx	f	fx	f	fx		
B. Conservation										
1. The Library maintains an archive where Pangasinan Oral Traditions and Expression collection are properly stored and made available.	11	11	5	10	1	3	1	4	1.56	Not Practiced
2. The Library has created a museum or local culture section where Pangasinan Oral Expressions in traditional and popular culture is exhibited;	12	12	3	6	2	6	1	4	1.56	Not Practiced
3. The Library maintains its Pangasinan Oral Traditions and Expressions collection in a temperature-controlled environment.	12	12	5	10	1	3	0	0	1.39	Not Practiced
4. The Library gives priority to ways of presenting traditional and popular Pangasinan Oral Traditions and Expressions that emphasize the living or past aspects of the culture.	11	11	4	8	3	9	0	0	1.56	Not Practiced
5. The Library sends its staff for training on conservation of its Pangasinan Oral Traditions and Expression collection.	12	12	4	8	2	6	0	0	1.44	Not Practiced

6. The Library maintains multiple copies of its Pangasinan Oral Traditions and Expression collection resources for dissemination and public use.	11	11	6	12	1	3	0	0	1.44	<i>Not Practiced</i>
7. The Library adopts security measures for the original copy of its Pangasinan Oral Traditions and Expression collection resource.	9	9	8	16	1	3	0	0	1.56	<i>Not Practiced</i>
Overall Weighted Mean Average									1.50	Not Practiced

The study's librarians rated library conservation procedures in light of Pangasinan oral traditions and expressions as 1.50, or Not Practiced. Since the Libraries' collections are small, their conservation techniques make sense. Items 1, 2, 4, and 7 are librarians' top four conservation-related activities (7). These conversations have a WMA of 1.56, or Not Practiced.

"The Library keeps and makes available Pangasinan Oral Traditions and Expression collection" is item number one (1). Some librarians thought they had fulfilled this basic need by providing appropriate storage and making the resource accessible. Hence, the ratings of three (3) or four (4). Most libraries lack archival facilities for oral traditions and expressions. The Pangasinan public libraries' local history collection is their archive. Due to their limited oral collection, Philippine libraries are not required to have a local history collection. Item 2: "The Library has created a museum or local culture section where Pangasinan Oral Expressions in traditional and popular culture are exhibited." They don't have a local history section because there's nothing to show. The Library gives priority to presenting traditional and popular Pangasinan oral traditions and expressions that emphasize living or past aspects of the culture. Oral tradition and expression collections are more than a database, according to Stielow (1986) and Neugebauer (1992). It also provides verbal impressions that libraries should promote.

Item number seven (7) or "*the Library adopts security measures for the original copy of its Pangasinan Oral Traditions and Expression collection resource,*" is a very important activity in terms of conservation. This area reiterates maintaining the integrity of the original copy by reproducing the material to be used as user copies. This is according to Stielow (1986) as cited by Neugebauer (1992:51). This is a good conservation practice because of the nature of the resource. The Public Libraries' conservation efforts are vastly limited only to archiving and/or exhibiting the Pangasinan oral tradition and expression materials.

The librarians also believe the collection of oral traditions and expressions, which has a WMA of 1.39, is not properly stored. The lowest-rated WMA among the conservation practices. These audiovisual items must be stored in climate-controlled areas (item number 3). The tapes, which contain audio content, must be stored in a dust-free environment with a constant temperature of "70F (plus or minus 10 degrees) and a constant relative humidity of 45% (plus or minus 5%)," according to Stielow (1989: 189) as cited by Neugebauer (1992:54). CDs and DVDs require different

storage. Byers (2003) says six environmental factors can affect these materials, these are temperature, humidity, light, moisture, organic solvents, magnetism, x-rays, microwaves, radiation, and disc storage. Several of these public libraries lack funds for air conditioning, let alone collection maintenance. They must keep them in libraries with other books.

Some librarians use only their working copy, which is regrettable. As shown by item 6's WMA rating of 1.44 or Not Practiced, "The Library maintains multiple copies of its Pangasinan Oral Traditions and Expression collection resources for public use." Most libraries visited for this study only have one copy of Pangasinan oral traditions and expressions. Several librarians didn't know they had these resources until the researcher asked. Matters (1995:7), cited by Grimsley & Wynne (2009:278), says oral histories are created not only for documentation but also to make them more accessible to scholars and the public. One (1) copy stored for preservation defeats the purpose of making the material available. Several copies of a material are made available for public use. Neugebauer (1992:54) cited Stielow (1986: 61-81) who said originals should be duplicated for processing, lending, and distribution.

These libraries' conservation practices, or lack thereof, may be attributable to a Not Practiced rating or a WMA of 1.44 for item 5, "The Library sends its staff for conservation training on its Pangasinan Oral Traditions and Expression collection." Some librarians don't know how to protect AV or archival materials because they aren't trained. Conservation expertise is key to preserving these assets for future generations. Sarkhel (2016) found that trained librarians can record and preserve oral histories. The librarians say they can't attend relevant training because there isn't any or because the library can't afford to send them.

CONCLUSION

Pangasinan public libraries contain an extremely limited collection of oral traditions and expressions. In general, Pangasinan public librarians do not actively practice safeguarding efforts for Pangasinan oral traditions and expressions that might rescue the Pangasinan language from extinction or promote and maintain it. The public librarians of Pangasinan require training in the protection of intangible cultural heritage (ICH) and language documentation.

RECOMMENDATIONS

Many librarians are uncomfortable with protecting intangible cultural assets, especially oral traditions and expressiveness. This project aimed to maintain Pangasinan oral traditions and expressions by using their language as the primary medium of transmission.

The researcher advises the following to maintain Pangasinan oral traditions and expressions based on collected data and results:

1. Pangasinan's provincial government should require all public libraries and cultural organizations to promote and preserve Pangasinan.

2. Local government units (LGUs) where public libraries are located should invest more in preserving Pangasinan oral traditions and expressions.
3. Local governments should promote Pangasinan in communities where other languages are spoken.
4. Library associations, similar organizations, and government agencies should teach our librarians in preservation, conservation, digitalization, promotion, and marketing of local culture, with a concentration on linguistic documentation.
5. Educational institutions, especially private schools, should be more tolerant to language diversity, including Pangasinan without fines or limits.
6. Publishing companies, schools, libraries, and other organizations should create Pangasinan-language audio materials.
7. Libraries worldwide should promote and preserve their national languages. Librarians should publish research papers or case study reports on their language preservation library work.
8. Pangasinan librarians should lead language-promotion campaigns instead of supporting other groups.
9. Elder Pangasinans should teach the younger generation the language. Language should be recorded if possible.
10. Future researchers should study Pangasinan to preserve Pangasinan culture.
11. Through a website, promote Pangasinan-related studies (Pangasiniana) and the like.
12. If Copyright permits, the researcher advises creating a website containing digital Pangasiniana files and an index of the library and website resources. Data from this study will be used to create a website.

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**THE VALUE OF PUBLIC LIBRARY ACCESS: A
BI-INTERVAL HISTORICAL RETROSPECTIVE
ANALYSIS OF PRE-PANDEMIC QUEZON CITY
PUBLIC LIBRARY – MAIN**

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Abstract

This study employed a historical retrospective approach from two different intervals from the pre-pandemic Quezon City Public Library Philippines. Initial data sought to approximate a monetary valuation for the Library's primary and added value through its resources and services. Both active library users and non-users were surveyed to determine actual and potential use and value. Initial results implied an actual value of approximately Php1.03 return of investment to users for every Php1.00 funding invested. Further, whilst initial interpretations showed relatively low use value utilization, further analysis showed substantial potential for non-users thru their high valuation. Several years after initial collection, Corroborative data sought to determine perceived satisfaction, of both users and library staff, of the Library's collections, services, and facilities. Patron usage practices and statistics, user demographics, frequency of visits, and purpose were also collected for analysis. Beyond specific factors, staff and users were generally satisfied with an average score of 4.43 and 4.37 out of 5, respectively. The study also collected narrative data through interview dialogues to better understand the Library's strengths, weaknesses, opportunities, and threats. Retrospective SWOT analyses are also presented with recommendations in light of a post-pandemic setup.

Keywords: Public Libraries, Retrospective Analysis, SWOT Analysis

INTRODUCTION

A Public Library is popularly defined as a “people’s university” (Johnson, 1938), being a vital source of information to all walks of life within the community. Never is the community much more in need of information than today with the ubiquity of resources in today’s information age. As such, public libraries, as IFLA (2001) envisions them, should be nodes connecting the local learning setting with the global resources of information and knowledge. It is a fundamental principle to ensure access of resources and services for all. Beyond mere provision of information access, the public library is also tasked in guiding the community in the achievement of their information needs and wants. As such, to provide quality provision to the community, services and collections should be based on local needs, and regular assessment of their utilization should be done. However, at times, data collection proves difficult, as with the recent multiyear pandemic lockdown starting with the Luzon Enhanced Community Quarantine of 2020 (Lopez, 2020).

At times like this, it is opportune to remember an age-old Filipino saying commonly attributed to Jose Rizal that goes, “Ang hindi marunong lumingon sa pinangalingan ay hindi makakarating sa paroroonan”. An appropriate counterpart in English exists with George Santayana’s (1905), “Those who cannot remember the past are condemned to repeat it”. In ensuring continued access, through provision of assessments, it should not be overlooked the wealth of information that may be gleaned from past data.

METHODOLOGY

This study employed Bi-Interval Historical Retrospective Analysis to provide a glimpse of the Pre-Pandemic Quezon City Public Library – Main. A Historical Retrospective Analysis is commonly used for medical research (Suchmacher et al., 2012; Mann, 2013; Zeegers et al., 2016) to examine past data to provide insight on present considerations. It is built upon the concept of prospection and investigation along a timeline progression. Prospection is the act of exploring past data to serve as hindsight reference for the investigation, or the analysis of current situations, towards potentially a foresight for both present and future considerations. Beyond the medical field, the same method is also applied in social sciences and anthropological studies (Blouin et al., 2008; Farvazova, 2013; Masferrer, 2017) when present data is unavailable or impractical to collect, or when past data is due for further analysis. In the same vein, the analysis of past data is generally aimed to influence and serve as a basis for the present.

Employing a bi-interval analysis involves the analysis of historical data from two separate periods of documentation. Figure 1, adapted from Suchmacher (et al., 2012), exhibits the main research framework of the study. In this study, two sets of historical data are due for prospection towards our current investigation. The first set is a valuation analysis of the QCPL Main Branch, and the second set is a SWOT Analysis of the QCPL Main Branch Reference Section. In theory, and as such the

primary objective of this study, retrospective data should prove useful as a basis for present, and future, decision making.

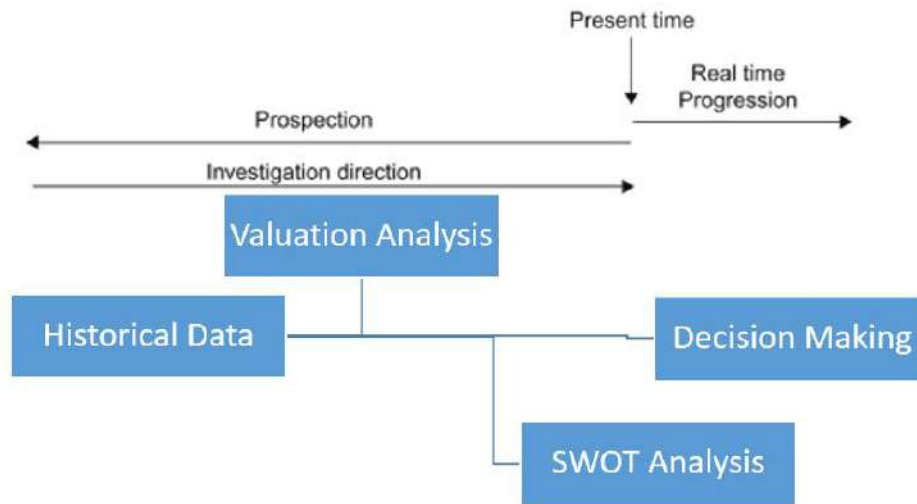
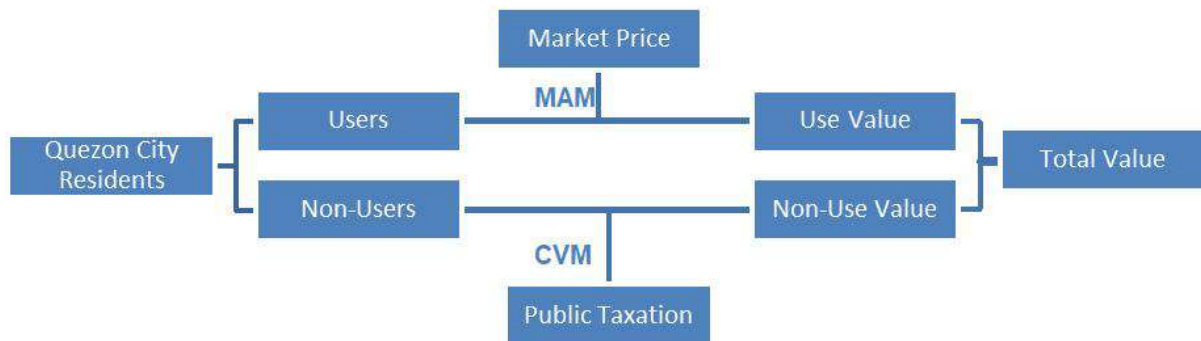


Figure 1. Theoretical Framework of the Study

Valuation Analysis Framework

The first phase of the historical data lead to a monetary approximation of the Total Value of the QCPL’s resources and services. The first phase subscribed to a customized Total Economic Value framework, as have been advocated by Nehemias Pasamba (2009) of the Mission College in Thailand, Nicole Steffen (2009) of the Colorado Libraries, and Kamer (2006) of the Northport-East Northport Public Library, among others. The Total Economic Value framework (Pearce and Moran, 1994, 12) was originally proposed to evaluate natural services. However, the same can also be applied to non-market goods, goods not being sold in the market, such as public libraries and the resources and services that they provide access to.

Figure 2 presents a modified TEV framework adapted from the original (Gomez-Baggethun et al., 2009. 12). In a nutshell, the Total Value can be approximated from the Use Value, arising from actual use, and the Non-Use Value, arising from without actual usage. In its implementation for this particular study, Use Value is measured by identifying actual usage of Library Users, whilst Non-Use Value was determined from Non-Users of the Library.



Use Value Collection

The Use Value of the Users were measured in performance of the Revealed Preference Theory (Samuelson, 1938; Samuelson, 1948) claiming that value is revealed by consumer choice and actual practice of consumption. In practice, the library Users were provided survey forms to fill up to determine their actual use of the Library resources and services, length of use, and frequency. In extension, as Library resources and services are provided free of charge, a Market Analogy Method was further applied. Market Analogy Method (Obal, 2015; Kamer, 2006; Steffen, 2009) takes into consideration the value of said public goods and services, say a library book or internet connection being accessed for free, as approximated by the value of the same goods and services in the private sector, as with bookstore books and internet café connections. Private sector average prices were determined through unstructured interviews and ocular observations of private establishments in the general vicinity of the Library.

Non-Use Value Collection

The Non-Use Value of Non-Users were measured in performance of the Stated Preference Framework (Brown, 2013) which aims to identify value by gathering monetary indications from the respondents. These preferences were further gathered via the Contingent Valuation Method as the generally used stated framework method all over the world (Griffiths et al., 2004; Berks & Associates, 2005; Tessler, 2013). SPF-CVM were measured by surveying Library Non-Users how much they are Willing To Pay (WTP), through public taxation, in order to ensure the continued existence of the library, along with the continued provision of its free resources and services to the public, despite them not using the Library themselves. This approach approximates the value perceived by Library Non-Users with the notion that others are using the Library or they themselves have the potential to use it in the future. Library resources and services were identified from QCPL staff and conjoining them with the SPF-CVM instrument by McClure and Bertot (2001). A public park, a private mall, and a public market, all within 2km radius of QCPL, were used for data gathering to ensure a random representation of socioeconomic demographics.

SWOT Analysis Framework

SWOT is an acronym consisting of Strengths, Weaknesses, Opportunities, and Threats. As the name directly implies, this framework works on analyzing the above four concepts in the institution. Other literature also use the term situational assessment or situational analysis (Wehrich, 1982) for its general idea of monitoring and evaluating the institution's situations. There is no deficiency in SWOT literature, both in Library and non-library institutions, as it has become a key tool for business strategic planning (Benzaghta et al., 2021). From various methods used from the abundance of SWOT literature (Brender, 2006; Hazeltine et al., 2003; Hakansson, et al., 2015) it is generally accepted that a combination of both quantitative and qualitative methods produce more powerful strategic decisions (Görener, 2012; Kahraman et al., 2007; Kurttila et al., 2000; Shrestha et al., 2004).

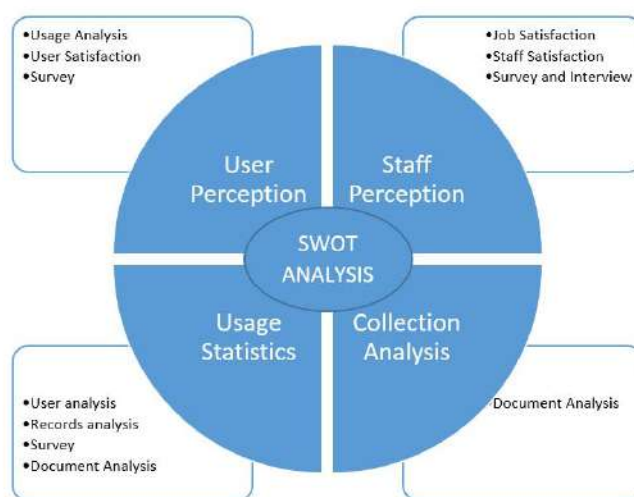


Figure 3. SWOT Analysis Framework

Figure 3 exhibits the framework for the SWOT Analysis of QCPL Main Reference Services Section. In determining the Strengths, Weaknesses, Opportunities, and Threats of the Library, four major factors were considered. User Perceptions were determined through a questionnaire provided to Library users determining their demographics, the frequency of library visit, frequency of asking for assistance, their purpose for visiting the library, and their perceived rating for the Library resources and services. On the other hand, Staff Perception was measured in two parts: via questionnaires and via a semi-structured interview. The questionnaire sought to determine the Library staff's satisfaction of the Library and its resources and services. A semi-structured interview dialogue was also used to gather further insights from representatives of the Library staff. For Usage Statistics, records and documents kept by the Library were examined. Additionally, the same have been gathered through the actual usage of the User respondents above. For collection analysis, a simple

examination of Library records was implemented to determine the current state of their resources.

ANALYSIS OF DATA

Valuation Analysis

User Valuation

Actual users of the Library, then physically present at the premises were surveyed, adding up to 752 respondents over a week. Users self-reporting to have used books and magazines were asked to list down the actual title of resources they have used, which were further categorized into general subject categories. The average lowest price of each resource category from private bookstores were used as market analogy equivalent. Resource use values are summarized on Table 1.

Table 1. Use Value of Library Resources

Resource	Usage	Market Price	Value
Art, Architecture, etc.	2	792.52	1,585.05
Biographies	5	1,155.00	5,775.00
Business, Economics, etc.	28	977.89	27,380.89
Children's books	4	137.00	548.00
Computers & Internet	12	698.78	8385.33
Engineering	29	986.00	28,594.00
Fiction & Literature	39	814.67	31,772.00
Food, Drinks, Cooking	10	336.75	3,367.50
Health, Body, Mind, Self-help	22	582.67	12,818.67
History & Culture	45	1,059.17	47,662.50
Law books	55	1,024.25	56,333.75
Parenting & Families	2	736.50	1,473.00
Reference	43	1,593.00	68,499.00
Religion & Spirituality	15	460.00	6,900.00
Science, Medical Sciences, etc.	31	1,078.17	33,423.17
Sports Fitness	3	896.33	2,689.00

Sociology	7	607.67	4,253.67
<i>Table 1 (cont.)</i>			
Resource	Usage	Market Price	Value
Teens & Young adult	6	250.00	1,500.00
Textbooks	39	742.17	28,944.50
Magazines	205	224.46	46,014.62
Newspaper	193	13.93	2,688.21
Own Materials	3	0.00	0.00
<u>Total Value</u>			<u>420,607.80</u>
<u>Average Value per User (n=752)</u>			<u>559.32</u>

Users self-reporting to have availed of the eGovernment Services were assigned a market value of Php 50 each, the minimum price being charged by private establishments providing the same services. Users self-reporting to have availed of either computer or internet services were asked to record the length of their usage. Internet market value has been determined on an average of Php 14.16 per hour. Similarly, users who self-reported to be at the Library to meet with other people or simply to rest were asked to record the length of their meeting or resting period. Market analogy for a place as service was determined by identifying average rental and travel cost to and from private meet-up establishments. Above findings for Library services used are summarized on Table 2.

Service	Usage	Market Price	Value
eGovernment Service Assistance	326	50	16,300.00
Computer and Internet	312.84 hrs	14.16	4,429.81
Place for Meetings	234.88 hrs	115.33	27,088.71
Place to Rest	53.54	32.07	1,716.71
<u>Total Value</u>			<u>49,535.23</u>
<u>Average Value Per User (n=752)</u>			<u>65.87</u>

Combining the Use Value of Library Resources and Library Services amounts to an average Use Value of Php 625.19 per user. Using the 80,280 predetermined total population of users (QCPL, 2015), Total Use Value of the Library is approximated to Php 50,190,253.2. Figure 4 exhibits a visual comparison of the Total Use Value against the Library's then total budget of Php 48,551,446. It can be seen that Use Value is slightly higher, equating to a provided value of Php 1.03 to its user for every Php 1.00 funding received.

In comparison, Obal (2015) reported Marikina to have a 5.14:1 benefit cost ratio, with an average use value of 1076, twice that of QCPL's. It is apparent that while the QCPL users were able to provide access to resources and services then, the low return of investment calculated can be attributed to the low number of total user population recorded and insufficient utilization of the library's resources.

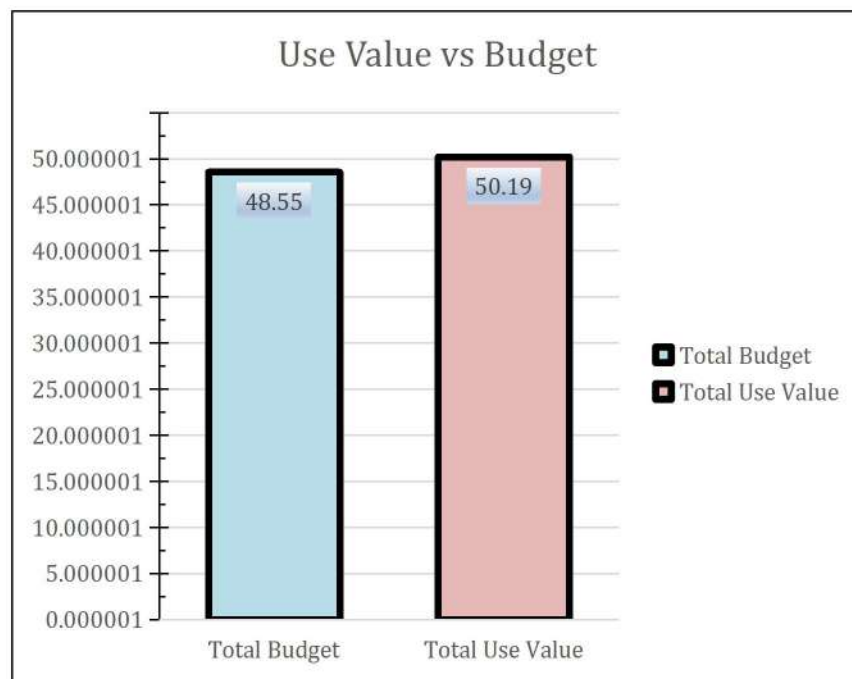


Figure 4. Comparison of Use Value vs Budget

Non-User Valuation

Library non-user respondents, defined as those who have not visited the Library for the past 12 months, were surveyed from three separate groups in order to provide a varied background of socioeconomic demographic. Sixty respondents each were gathered from Quezon City Memorial Circle, Eton Centris compound, and the Mega Q-Mart. A baseline tax value of Php 17.58 was determined by dividing QCPL's year budget then of Php 48,551,446 by the then latest QC population of 2,761,720 (2010 Census). Respondents were informed of the baseline that they were effectively paying Php 17.58 annually through their taxes to support the Library.

Table 3. Summary of Average Willingness to Pay

Resource/Service Provided	Ave. WTP
Access to the Internet	33.498
Assistance in learning new technology	26.366
Assistance/Information to aid your finances (e.g. save money, invest money)	26.616
Books for young adults and adults	18.044
Children's after-school programs or support with a job search or business opportunities	25.906
Consumer purchase information (e.g., auto)	6.916
Craft activity programs	11.118
eGovernment Services (e.g. NBI Clearance, DFA appointment, etc)	18.494
Email account	9.222
Information about starting a business	21.458
Information for educational research	25.376
Information for self-help or projects	10.012
Information in improving a business	22.542
Information to help you be more productive on your job or in your business	17.634
Magazines	13.326
Newspapers	13.084
Obtaining legal information	17.944
Obtaining medical information	21.704
Obtaining support with home-schooling	16.628
Reference Desk	8.642
Special events (e.g., art shows, lectures)	12.836
Storytime	11.346
Tax information	22.256
Training to help you be more productive on your job or in your business	20.524
Use of research materials	21.602
Total Willingness to Pay	453.094

Questionnaires listing down the resources and services being provided by the Library for free were provided to respondents. The general scenario asks how much respondents are willing to Pay for each resource/service to make sure its continued provision, in light of the baseline value above. Table 3 provides a summary of the average WTP value provided for each resource and service. Summing up the values, each respondent, on average, are willing to pay Php 453.09 annually, through their taxes, to ensure the continued provision of the Library. In comparison, this equates to

almost 26 times the baseline value. In theory, this proves that Non-Users of the Library see the potential of eventually accessing and the worth of actual access of the resources and services being provided and are willing to pay to maintain such. Further, this can be considered proof of a large potential of prospective increase in utilization by converting these Non-Users to actual active Users through a variety of means.

SWOT Analysis

The QCPL Reference section serves as one of the “most vital and visible expressions of the library’s purpose”. It serves as a center of information, formal education, research, and independent learning. It provides both traditional services along with real-time online reference services “to offer service to information seekers at the place where they are when they have a question” (QCPL, 2017). The Reference Section provides reference services, both in the traditional manner and through online Ask-a-Librarian platforms. They also provide Library Tours and Library instructions, research assistance, Current Awareness Services, Benchmarkings, and Documentations.

Table 5. Jan-Dec 2018 User Statistics

	Elem	HS	College	Prof	Others	Total
Male	53	1,852	2,048	1,770	633	6,356
Female	41	2,675	3,550	2,289	788	9,343
Total	94	4,527	5,598	4,059	1,421	15,699

Collection and Utilization

In terms of collection, the section holds 4,819 volumes (Table 4) in their collection with a monthly average of 1,308 users (Table 5), based on their 2018 Annual Report. A majority of their collections came from donations. It is also noteworthy that the majority of their users are college levels, followed by High School students, and Professionals. Thus, an academic and professional collection is highly sought. Accordingly, a total of 13,413 books were consulted in 2018 (Table 6), a huge portion of which are from the 600s, Technology, and the 300s, Social Sciences. As such, in general, it is believed that the Library currently holds a sufficient collection for the community’s varied needs, with high utilization of its collections.

Table 4. Dec2018 Collections

	Volumes
Purchased	1,838
National Library	19

Donations	2,062
Fiction Novels	892
Chinese Collections	18
Total	4,819

Table 6. Jan-Dec 2018 Collection Utilization

000	100	200	300	400	500	600	700	800	900	Fiction	Total
1,849	983	181	3,646	490	1,108	3,640	454	405	277	380	13,413

Staffing Status and Job Satisfaction

As for staffing, the section is manned by a section head, assisted by one Licensed Librarian, five Non-Librarian Library Staff, and several seasonal student interns. All seven of the section’s staff were provided survey questionnaires to gauge the section’s staffing landscape and perceived job satisfaction.

Table 7. Years of Library Experience		Table 8. Weekly Hours in the Reference Desk	
Years’ Experience	Count	Hours per week	Count
<1 year	2	<3 hours	1
1-2 years	2	6-15 hours	1
3-5 years	1	16-25 hours	1
5+ years	2	25+ hours	4

Table 7 and Table 8 shows a summary of the staff working experience and working hours in the reference desk, respectively. Further, Job Satisfaction (Table 9) was gauged by a rating scale from 1, strongly disagree, to 5, strongly agree. Respondents reported high agreement with feeling content and happy with their job, along with personal satisfaction with the same, getting an average score of 4.57 and 4.14 accordingly. Experiencing bad feelings with tasks done badly rated at 3.42 which may imply that respondents do not take it personally their minor failures. Accordingly, harboring thoughts of resigning from the job and feeling bored on the job only got 2.14 and 2.42 accordingly. In general, it can be acknowledged that respondents have above average job satisfaction levels.

Table 9. Library Staff Job Satisfaction

Criteria	Average Score
I often think of quitting work/transferring to a new job	2.14
I am generally content and happy with what I am doing in my job	4.57

I experience personal satisfaction in my job	4.14
I feel bad whenever I cannot do my job well	3.42
I am often bored while doing my job	2.42

Staff Perceived Satisfaction

The seven Library Personnel were also surveyed on their self-perception on the status of their Reference Section. The staff self-ranking perception is summarized in Table 10.

In terms of collection, staff have all strongly agreed that there is sufficient physical and electronic collection for their particular needs. Physical services also received high self-ranking agreement on their provision of services including current awareness, library instructions, and overall reliable services. Consequently, their online services also received generally high agreement on their website's good design and user friendliness, and their reference services through e-mail and chat.

On the facilities, as per their rankings, the reading area is conducive for reading, there are clear procedures in the section, it is accessible, have acceptable working hours, ease of borrowing, and sufficient workstations for use. It should be noted, however, that the stable internet criterion only received a mark of 3.75. This however can be overlooked as beyond the Library's control due to the fickleness of Philippine internet service providers.

Overall, when asked if the staff are, as a whole, happy and content with the section, respondents provided a final average score of 4.43. As such, in general, the reference section personnel are satisfied with the collection, services, and facilities.

Criteria	Avg. Score	
	User	Staff
Collections and Resources		
There are sufficient resources for my needs	3.83	3.86
The collection are organized and easily accessible	4.00	4.57
The collection are sufficient to satisfy various information needs	3.63	4.29
There are sufficient physical collection (books, magazines, etc.)	3.63	4.00
There are sufficient online/digital collections (ebook, online database, etc.)	3.72	4.57
Librarians and Library Staff		
The staff are dependable and helpful	4.50	-
The staff are approachable	4.41	-
The staff can answer satisfactory my information needs	4.33	-
The staff are physically presentable	4.38	-
Physical Services		
New collections and services are properly announced	4.07	4.00

There is sufficient Library Instruction on proper use of resources and services	4.07	4.29
The Library adequately and reliably provides the services and collections I need	4.20	4.57
<i>Table 10 cont.</i>		
Online Services		
The Library website is neat and pleasant aesthetically	4.00	4.00
The Library website is dependable and easy to use	3.86	4.14
I am satisfied with the Library chat and email services	3.71	4.00
The Library responds to my chat/email inquiries	3.57	4.57
Facilities		
Facilities are suitable for reading (i.e. silence, temperature, light, cleanliness, table, chairs, etc.)	4.33	4.33
The procedures in using the Reference Section are easy to follow	4.24	4.57
The Library Reference Section is accessible	4.34	4.71
The Library hours are adequate and appropriate	4.10	4.71
It is easy to borrow books for photocopying	4.21	4.25
The internet in the Library is stable	3.84	3.75
There are sufficient computer workstations for use	4.17	4.25
In general, I am satisfied and happy with the Library	4.37	4.43

User Perceived Satisfaction

In addition, Library User respondents were gathered to gauge patron demographics and their perceived satisfaction with the Reference Section. Thirty respondents were collected through simple random sampling of all Library users within a span of a day. Sample demographics of Library user respondents showed that 19 were female, 10 were male, while 1 elected not to identify. In terms of highest educational attainment, 2 reported elementary levels, 5 as high school levels, 5 currently taking college, and 18 as college graduates. In employment status, 8 are students, 13 are full-time employees, 2 are part-time workers, and 7 are currently unemployed. This serves testament that at any given day, the reference section provides through a variety of patrons of differing educational and professional standings.

Reporting their frequency of Library visits shown in Figure 5, 9 reported to use the Library in a daily basis, 1 in a weekly basis, 3 at about twice a week, 7 at about once a month, 6 wrote-in “as needed”, and the remaining 4 at a very seldom rate of approximately 1-3 times a year. Further, their frequency of asking assistance turned out differently as shown in Figure 6. Only 3 reported to have been asking for help daily, 5 reported about twice a week, 8 at about once a month, with 9 writing-in “as needed”, 3 at 1-3 times a year, while 1 surprisingly wrote “never”. Thus, despite the regular frequency of a number of patrons in the Library, there is under utilization of assistance that can be gained from the Library personnel.

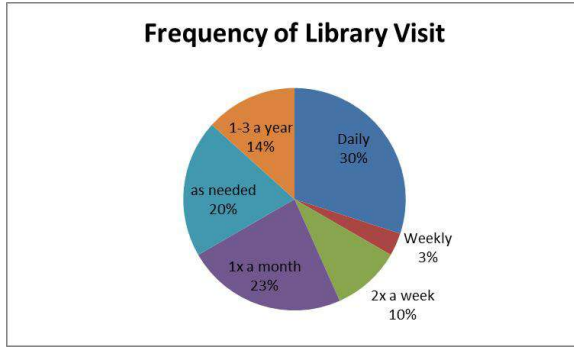


Figure 5. Frequency of User's Library Visits (n=30)

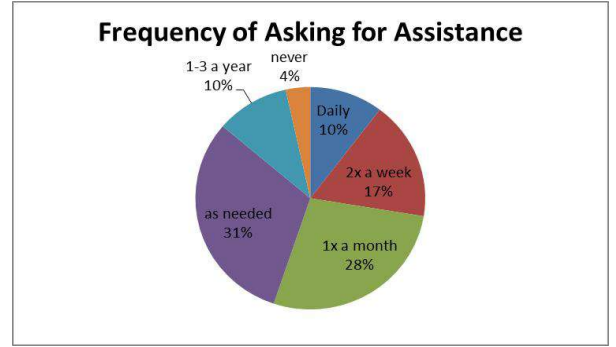


Figure 6. Frequency of User's Asking for Assistance from Library Personnel (n=30)

Further, respondents were surveyed to their purpose of usage of the reference section as shown in Figure 7. It should be noted that users have reported usage of multiple resources and services, as such, responses exceed total sample population size. The largest portions were those who reported to be in the Library to study and write (n=22) and to read and borrow books (n=21). 10 reported to be there to use the internet, while both reading the newspapers and magazines and merely there to sit and rest got 7 reports each. 4 reported to be there to use the computers, while 2 were there simply for the space to meet friends.

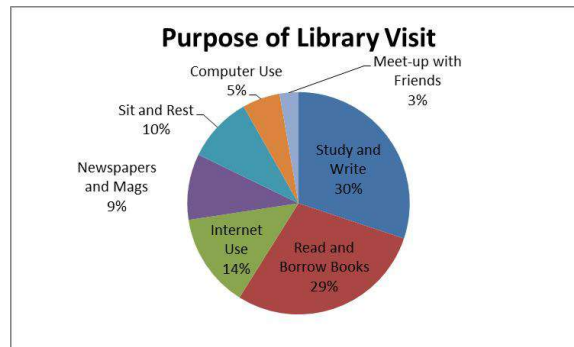


Figure 7. Distribution of Library Users' Purpose of Library

The user respondents were also surveyed for their perceived satisfaction of the reference section (Table 10). When surveyed of their satisfaction towards the collections, there is high agreement that the collections are well-organized and easily searchable. However, despite getting above median scores, it should be noted that satisfaction on the collection, its variety, both print and online, received an average score of below 4. While respondents are satisfied, this can also indicate the need to improve the collections further.

In terms of the section's staff, there is general high agreement that the employees are dependable and helpful (4.5), approachable (4.41), effective (4.33), and are aesthetically pleasing (4.38). For the physical services, the current awareness service (4.07), library instruction (4.07), and overall effectiveness (4.20)

all received high marks above 4. For online services, however, while there is general agreement to the pleasantness of the website (4.00), there are lower scores given to the website's user-friendliness (3.86), online reference service satisfaction (3.71), and promptness of online responses (3.57). Similarly, while an above median score indicates satisfaction, a below 4 score also implies further space for improvement.

As for the facilities, there is general high satisfaction from the user respondents. The section was deemed apt for studying (4.33), the procedures easily understandable (4.24), the section easily accessible (4.34), reasonable working hours (4.34), ease of borrowing materials (4.21), and sufficient workstations (4.17). However, consistent with the staff perception, the section's internet received a mere score of 3.84. In general, however, the users are satisfied with the overall Library Reference Section, giving a score of 4.37 to the Library.

SWOT - Strengths

To get a better view of the strengths, weaknesses, opportunities, and threats of the section, interview dialogues, coupled by the above surveys, and Library reports were utilized. For these particular purposes, one Reference Librarian and one Reference Staff (personal communication, May 21, 2019) as assigned by the Library were consulted.

For the Strengths, the Library currently boasts a very new building, and thus has greater facilities and can provide better services as compared to their old dwelling. Accordingly, there were many more books acquired. The library's ever-growing collection consists of strong and varied professional books as recommended by their patrons including board reviewers from the field of architecture and engineering among others. As such, most needs and wants were provided.

The Library was also keeping up with the trend of technology. They have several dedicated workstations to access their online database subscriptions, have an updated modern catalogue database, and provide online real-time Ask-A-Librarian reference service.

The Library also has sufficient staff consisting of 2 Licensed Librarians and 5 Non-Librarian Library Staff who are all very eager in seeking personal development to provide better and better services. Training and seminars are regularly attended by respective personnel, and corresponding echo sessions given to those who did not attend. Further, the staff are very familiar and knowledgeable with the collection assuring effective and efficient provision of information services.

SWOT - Weaknesses

There is perceived lack of collection and space due to seasonal demands. Past anecdotal scenarios were discussed when a huge number of student researchers visited the section at the same time. There was perceived weakness in terms of space to accommodate a huge number of patrons. There was perceived weakness in terms of collection as there was a lack of duplicate copies of needed materials. Lastly, there was perceived weakness in the Library's capacity to manage a huge surge of patrons.

SWOT - Threats

The Library acknowledges the threat of the K-12 system on the Library's collection and services. There is threat in the surge of student researchers, with

seasonal flocking to the Library as discussed above. There is further threat for the collection to adapt to the special needs of the K-12 curriculum.

Similarly, there is a perceived threat in the ever expanding vastness of information needs of the Library's patrons. It is a threat if the needs overrun the current capacity of the Library to provide despite its vast variety of collection subjects.

Lastly, there is threat in the perceived research illiteracy of some Library patrons. The inability of a patron to synthesize or determine one's actual needs, alternatives, and relevant information bears threat to the effective usage of the Library.

SWOT - Opportunities

Accordingly, the threats provide opportunities for the Library. The surge of patrons and information needs is an opportunity to review the Library's policies, and to lobby for additional space and collections.

There is also an opportunity to provide research literacy programs to its patrons, either through personalized research assistance, or through group literacy programs. The ever increasing variety of patrons and their needs also provides opportunity for user analysis to determine common needs for key collections and programs.

Ongoing partnerships with different organizations also provide opportunities for more programs and the possibility of partnering up with other organizations.

The existence of an official Library Café also provides an opportunity to market the Library as an alternative to paid Study Hubs, with air-conditioning, coffee area, and electricity sockets.

CONCLUSION

Both Use Value and Non-Use Value showed significant potential in manifesting the utilization, and potential utilization, of the Quezon City Public Library. A 1:1.03 return of investment may seem relatively low but it serves as a testament both to the actual access that was made and the need for continued support to further maintain, or better yet improve, said access. Accordingly, the relatively low Use Value ratio can be considered more than sufficiently offset by the Non-Use value of Php 453.09, per Non-User, annually. It is concrete testament that Non-Users recognize the potential value of the Library and are willing to shell out to ensure its continued provision of access.

The SWOT Analysis, and its accompanying assessments, was also able to manifest the successful provision of access over the years from the initial data period. There was a significant improvement of facilities and collection in between the two data periods. Both Library staff and users were also generally satisfied with the Library's facilities, resources, and services. It is also generally a good indication of future prospects when the institution is aware of their own Strengths, Weaknesses, Opportunities, and Threats, along with plans on how to leverage or alleviate them.

With all said and done, it can be sufficiently established that the Quezon City Public Library, in both of its manifestations in the bi-interval retrospective analysis, is

more than successful staying true to the primary role of the Public Library, to provide access to resources and services geared towards the community. As such, it is also safe to regard, with the existence and utilization or otherwise of historical data, that QCPL at present, and in the foreseeable future, is more than capable of continuing its provision of access to the community.

RECOMMENDATION

For those who would improve upon the Market Analogy Methodology, a specified per-item market equivalence analysis would prove more accurate, albeit requiring more effort. For those looking into applying the Contingent Valuation Method, a more varied demographic with larger sample sizes should be explored.

Accordingly, the valuation analysis aimed to provide an empirical manifestation of the economic value of the library's provision of access to resources and services as proof of rationale for requesting and maintaining support from policymakers. The low utilization of the library is not just cause to cut their budget but is rather a call for further support. The high valuation provided is testament to the public's awareness of the library's importance, of the value one can benefit from it. As such, there is a need for policymakers to extend assistance in making the library more accessible, either by bringing the people to it, thru marketing and publicity programs, or bringing the library to the people, thru outreach services.

For QCPL, it is highly recommended to review the SWOT Analysis and leverage the Strengths and Opportunities whilst also working to alleviate the Weaknesses and Threats. From the data, it is highly recommended for the Library to look into their website and online reference services. User scores for these aspects have raised concern, small as it may be. Further, user studies on these particular aspects may be necessary to determine their particular concerns on the subject.

Contingency plans should also be prepared in preparation for the seasonal resurgence of student researchers. The policies and systems may need review to provide for systematic service to a huge influx of patrons. Accordingly, the seasonal influx of student researchers may prove serendipitous in providing seasonal research literacy programs for the same.

Similarly, the collections can be further improved through similar user needs studies. It is noteworthy that user recommendations for acquisitions are already being considered. However, it should also be aimed to reach out further in determining their needs actively through regular user studies. The lack of duplicate copies of needed materials, as identified, may also be alleviated by additional acquisitions or in exploring the feasibility of digitizing resources.

The Library is also encouraged to explore marketing programs and new patron activities to grow the User population, taking into consideration the high value appreciation of the Non-User population. Accordingly, underutilized resources and services may benefit from further promotion or may be considered for minimization in favor of more resources for the commonly utilized.

For institutions in general, it is highly recommended to explore historical retrospective analysis to look into past data, records, and documents that may serve as basis for present decisions and future considerations. It is also beneficial to

regularly implement assessment studies including those outlined herewith as discussed.

For researchers, it is also highly recommended to explore historical analysis. Past data may provide new findings under different scrutiny and various contexts. Further, beyond looking back, it should go without saying that researchers are also enjoined to continue moving forward by replicating past studies and methodologies, such as this, into other institutions, other respondents, or at the very least, at the present context.

Lastly, for the general public, a public library cannot succeed without the public's support alongside the librarians and policymakers, alike. Everyone is enjoined to participate in future assessments and studies geared towards the library's progress. Everyone is also encouraged to speak up and send feedback and suggestions, either directly or indirectly, towards the librarians, the policymakers, or both, in order to improve the provided resources and services. Everyone is invited to visit the library and enjoy its benefits to its full potential.

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About the book

The 32nd Library and Information Services Month (LISM) Committee, in partnership with the National Commission for Culture and the Arts (NCCA) through the National Committee on Libraries and Information Services (NCLIS), and the Philippine Librarians Association, Inc. led the first LISM Research Conference producing a Research Publication.

This publication is composed of the top winning researches from the two categories: (a) the undergraduate students of Bachelor of Library and Information Science (BLIS); (b) the researches from several professional librarians and graduate students of BLIS. Intended to contribute in services, programs, projects, advocacies, initiatives, and activities of libraries and information centers, this aimed to be utilized in identifying distinct library development and cultural resources of the respective communities and promote the interest in understanding local heritage and culture.

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