

Effectiveness and Satisfaction on Library Instruction Program and Academic Performance Among Grade 12 Senior High School Students of Divine Word College of Legazpi

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ABSTRACT

This study investigated the effectiveness and satisfaction of the Library Instruction Program (LIP) and its relationship to academic performance among Grade 12 Senior High School students at Divine Word College of Legazpi (DWCL). Specifically, it sought to determine: (a) the perceived level of effectiveness of the LIP in terms of program delivery, organization of instruction, and students' literacy competency; (b) the perceived level of satisfaction of students with the LIP across the same dimensions; (c) the academic performance of students in terms of their General Weighted Average (GWA); (d) whether there is a significant relationship between the effectiveness and satisfaction of the LIP; (e) whether there is a significant relationship between the effectiveness of the LIP and academic performance; and (f) recommendations to enhance the program.

A descriptive-correlational design was employed, involving one hundred eighty-six (186) Grade 12 students during the second semester of Academic Year 2025–2026. Data were collected through validated questionnaires and analyzed using appropriate statistical tools.

Findings revealed that students perceived the LIP as effective in strengthening information literacy and research competencies, while expressing high satisfaction with its delivery and instructional organization. A significant positive relationship was established between program effectiveness and student satisfaction, both of which were correlated with academic performance.

The study concludes that the Library Instruction Program at DWCL plays a vital role in fostering academic success by equipping students with essential information literacy skills. It recommends enhancing instructional delivery, diversifying teaching strategies, and aligning library services more closely with student needs. An action plan was proposed to further strengthen the program and maximize its impact on student learning outcomes.

Keywords: satisfaction, library instruction, academic performance

INTRODUCTION

School libraries have transformed into dynamic learning environments that promote information literacy, academic achievement, and lifelong learning. In the Philippine educational system, the Department of Education continues to reinforce the importance of school libraries through updated policies and

standards. For instance, the 2023 Division Memorandum No. 077 emphasizes the need for proper library profiling and inventory management, underscoring the role of libraries in supporting instructional delivery and student research capabilities (Department of Education, 2023). These developments reflect a broader recognition of libraries as essential components of senior high school education, particularly in cultivating students' ability to locate, evaluate, and ethically use information.

Despite these institutional efforts, recent studies reveal persistent gaps in the implementation and effectiveness of library instruction programs. Gualvez (2022) observed that while many school libraries attempt to integrate information literacy into their services, inconsistencies in instructional delivery, educator collaboration, and student engagement remain prevalent. Furthermore, Lasig and Collantes (2022) found that student satisfaction with library services is moderately correlated with academic performance, suggesting that the quality and accessibility of library instruction directly influence learning outcomes. These findings highlight the need for localized assessments of library instruction programs, especially in private institutions where resource allocation and instructional strategies may differ.

This study aimed to evaluate the effectiveness and satisfaction of the library instruction program among Grade 12 Senior High School students of Divine Word College of Legazpi. By examining students' perceptions and experiences, the research seeks to identify strengths and areas for improvement in the current instructional framework. The results would provide evidence-based recommendations to enhance library services and better align them with the academic and informational needs of senior high school learners.

LITERATURE REVIEW

Effectiveness of Library Instruction

Anna et al. (2023) highlighted the evolving teaching role of librarians and the increasing complexity of library instruction due to the rise of information literacy. Despite this progression, many librarians continued to use traditional, teacher-centered approaches, such as database demonstrations. The study outlined six types of library instruction, ranging from basic orientation to complex information literacy sessions, emphasizing that "library instruction" was often used as a general term encompassing all these forms. This broad view reflects the diversity of teaching strategies employed in libraries today.

Anderson, L. L., & García, S. A. V. (2020) revealed the vital role of library instruction in enhancing students' research skills and their ability to navigate information resources effectively. The study, conducted among postgraduate students at Bharathidasan University, showed that regular library users had a stronger perception of library instruction and were more capable of independently utilizing resources. Findings also showed that most students found the sessions effective and relevant to their academic needs, underscoring the value of structured library instruction in the digital age. Additionally, frequent library visits were linked to improved resource navigation skills, regardless of gender.

Effectiveness of Program Delivery

Gualvez (2022), in a Philippine context, examined the community of practice of school libraries and found that program delivery often faced challenges such as limited staff training and uneven implementation across schools. However, collaborative practices among librarians improved consistency and effectiveness in delivering literacy programs.

Garcia et al. (2025) highlighted that effective delivery of learning resources, including library services, depends on integrating both traditional and digital tools. Their study revealed that schools maximizing

digital platforms alongside physical resources achieved better student outcomes, though challenges such as unequal access and insufficient training persisted.

Effectiveness of Instructional Content

Quality Basic Education Development Plan (2025–2035) underscored the need for upgraded curricula and modernized assessments, including library instruction content that integrates digital literacy and critical thinking skills.

Nove, Kaur, & Yanti (2023) demonstrated that instructional content enriched with flipped classrooms, research clinics, and consultations significantly improved student confidence and self-directed learning, proving that varied instructional content enhanced effectiveness.

Student Competency and Learning Outcomes

Meena (2024) reported a 23% increase in post-assessment scores among students who attended structured Information Literacy Programs, highlighting the direct impact of instructional content on competency development.

Paway (2024) found that students who rated library services and instruction highly also demonstrated stronger affective, cognitive, and behavioural engagement, linking program quality directly to competency growth.

Satisfaction with Library Instruction

Manguil, R. et al. (2024) conducted a survey among senior high school students and faculty, revealing high satisfaction with library instruction services. Respondents cited relevance, clarity, and staff support as key contributors.

Tuble, J. (2024) found a strong correlation between library usage and user satisfaction. Students who frequently attended instruction sessions expressed higher satisfaction, particularly in resource accessibility and research support.

Usage of Library Instruction

A study of Gualvez (2022) revealed that the school libraries in the National Capital Region emphasized that libraries serve as vital centers of knowledge and empowerment for individuals and communities. The research examined how school librarians implement their Library Information Literacy Programs (LILPs) and the extent to which information literacy was taught to students from Grades 1 to 10. While librarians actively aligned their instruction with various standards and models, the study found inconsistencies in instruction delivery, guideline review, and collaboration. Challenges such as limited human resources and lack of training were also reported.

Ogbomo (2023) investigated the usage patterns of library resources and instruction among undergraduate students. The study revealed that while students had access to various resources such as the internet, databases, e-books, and software, their actual usage was relatively low. It was also found that participation in library instruction sessions, including library orientations and electronic database training, was minimal. Based on these results, the study recommended making library instruction mandatory for all incoming students to improve engagement with library resources.

Satisfaction with Program Delivery

Manguil, Mendoza, & Del Rosario (2024) found that senior high school students and faculty in Bulacan reported high satisfaction with library instruction services, citing clarity of delivery, relevance of sessions, and librarian support as key contributors.

Caffrey et al. (2025) reviewed instructional delivery formats and concluded that hybrid and multimodal approaches (e.g., blended learning, synchronous online sessions, embedded classroom instruction) signi-

ificantly improved student satisfaction compared to traditional lecture-based formats.

Satisfaction with Instructional Content

Ayiah (2023) highlighted that adaptive and responsive instructional content—tailored to student needs—was a major factor in satisfaction, especially in academic libraries where students valued content that supported coursework.

Soulen et al. (2020) found that responsive instructional content in school libraries contributed to both academic satisfaction and resilience in post-crisis contexts. Satisfaction and Student Competency Satisfaction is closely linked to competency development, as students value instruction that enhances their skills and confidence.

METHODOLOGY

Research Design

This study employed a descriptive–correlational research design. According to Sreekumar (2024), a correlational research design examined how two or more variables were related by identifying whether an association existed among them, without establishing a cause-and-effect relationship. In this study, the correlational component was used to determine the relationship between the perceived effectiveness of the Library Instruction Program and the level of satisfaction among Grade 12 Senior High School students at Divine Word College of Legazpi.

The descriptive component of the research design focused on systematically describing the current conditions and perceptions of the respondents. It aimed to describe the students' perceived level of effectiveness of the Library Instruction Program in terms of program delivery, organization of instruction, and students' competency, as well as their level of satisfaction with the program. Through this descriptive–correlational approach, the study provided both a detailed description of students' perceptions and an analysis of the relationships among the key variables.

Sources of Data

The data for this study were gathered from both primary and secondary sources. The primary data were obtained from the responses of Grade 12 students of Divine Word College of Legazpi through the use of a survey questionnaire. Secondary data were sourced from relevant documents, records, and literature related to the Library Instruction Program and students' academic performance.

Population of the Study

The population of this study consisted of 186 senior high school students of Divine Word College of Legazpi. The sample size of one hundred twenty six (126) Grade 12 students was determined using the Raosoft calculator at a 95% confidence level and 5% margin of error. To allocate the sample size per section, the researcher employed stratified random sampling, resulting in a distribution of 16 students per section.

Instrumentation and Validation

The researcher designed a survey questionnaire, consisting of two parts. The first part measured the perceived level of effectiveness of the Library Instruction Program (LIP) as a predictor of academic performance among Senior High School students of DWCL, in terms of program delivery, organization of instruction, and students' competency. The second part assessed the perceived level of satisfaction with the Library Instruction Program as a predictor of academic performance among Senior High School students, using the same variables.

To ensure the validity of the survey questionnaire, the researcher sought the assistance of a panel of experts in library management, research, and statistics to critique the instrument. To determine its reliability, Cronbach’s Alpha Coefficient was employed. To assess the reliability of the questionnaire, Cronbach’s Alpha was applied, resulting in the following indices: effectiveness – 0.948 (excellent reliability), and satisfaction – 0.958 (excellent reliability).

Data Gathering Procedure

Before distributing the survey questionnaire, a letter requesting permission to conduct the survey was obtained from the school administrator of Divine Word College of Legazpi. The survey was administered in person to ensure the accurate collection of data. After the data were collected from the respondents, they were encoded in an Excel file and reviewed by a statistician to provide appropriate statistical treatment and an initial data analysis.

Statistical Treatment of Data

The following statistical tools were used in the study:

1. Weighted Mean was used to determine the perceived level of effectiveness and level of satisfaction of the library instruction program.
2. Pearson Product Moment Correlation was used to determine the relationship between the perceived effectiveness and the level of satisfaction with the library instruction program.

RESULTS

1. Effectiveness of the Library Instruction Program (LIP) as predictor to the Academic Performance among Senior High School Students of DWCL: Program Delivery

Table 1

Effectiveness of Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Program Delivery

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. The LIP sessions are engaging and help maintain my interest in learning different subjects.	2.86	Effective	4
2. The materials used during the LIP are relevant and helpful for my learning.	2.92	Effective	2
3. The pace and delivery of the LIP allow me to learn and apply new skills effectively in my academic tasks.	2.84	Effective	5
4. The teaching methods and activities used in the LIP improve my ability to perform well in school assignments.	2.94	Effective	1
5. The LIP sessions motivate me to use library resources to enhance my academic performance.	2.91	Effective	3
Average	2.89	Effective	

Table 2

Effectiveness of Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Organization of Instruction

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. The LIP is well-planned and follows a logical sequence that supports my learning.	2.97	Effective	3
2. Each LIP session has clear objectives that help me focus on what I need to learn.	2.98	Effective	1.5
3. The LIP schedule and activities are organized in a way that allows me to participate fully and learn effectively.	2.89	Effective	5
4. Instructions and assignments in the LIP are systematically arranged, making it easier to complete academic tasks.	2.94	Effective	4
5. The organization of the LIP helps me understand and retain information, improving my academic performance.	2.98	Effective	1.5
Average	2.95	Effective	

Table 3

Effectiveness of the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Students' Literacy Competency

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. The LIP has improved my ability to locate and use library resources effectively, helping me perform better on classroom assignments and projects.	2.91	Effective	4
2. After attending the LIP, I feel more confident in reading and understanding academic materials used in class.	2.97	Effective	2.5
3. The LIP enhances my skills in summarizing, evaluating, and citing information accurately, which improves my performance on school tasks.	2.97	Effective	2.5
4. I am better able to conduct research and complete class projects and reports because of the LIP.	2.87	Effective	5
5. The LIP has positively contributed to my overall academic literacy skills, leading to better performance in classroom activities and assessments.	2.98	Effective	1
Average	2.94	Effective	

Table 4
Summary Table of Effectiveness of the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL

Indicator	Weighted Mean	Verbal Interpretation	Rank
Program Delivery	2.89	Effective	3
Organization of Instruction	2.95	Effective	1
Students' Literacy Competency	2.94	Effective	2
Overall Weighted Mean	2.93	Effective	

2. Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL

Table 5
Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Program Delivery

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I feel that the delivery of the LIP meets my learning expectations.	2.90	Effective	4
2. The teaching methods used in the LIP make me feel confident in completing school tasks.	2.88	Effective	5
3. I find the pace and flow of the LIP sessions appropriate and helpful for my learning.	2.95	Effective	1
4. The examples, materials, and activities in the LIP make me feel supported in my studies.	2.94	Effective	2
5. Delivery of the LIP leaves me feeling that my academic needs are addressed.	2.92	Effective	3
Average	2.92	Effective	

Table 6
Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Organization of Instruction

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. The LIP is organized in a way that makes me feel guided and well-prepared for classroom tasks.	2.95	Effective	4
2. Each session's objectives make me feel confident about what I am learning.	2.86	Effective	5
3. The schedule and sequence of the LIP allow me to feel comfortable and engaged during the sessions.	2.97	Effective	1
4. Instructions and assignments are structured in a way that makes me feel capable of completing	2.96	Effective	2.5

school tasks.			
5. The organization of the LIP gives me a sense of satisfaction in my learning process.	2.96	Effective	2.5
Average	2.94	Effective	

Table 7

Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Students' Literacy Competency

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Using library resources after the LIP makes me feel more capable in completing classroom assignments.	2.93	Effective	4.5
2. The program increases my confidence and satisfaction in understanding academic materials.	2.93	Effective	4.5
3. The skills I gain from the LIP in summarizing, evaluating, and citing information make learning feel rewarding.	3.03	Effective	2
4. Conducting research and completing projects after the LIP makes me feel competent and supported.	2.97	Effective	3
5. LIP contributes to a positive experience in learning and improves my classroom performance.	3.08	Effective	1
Average	2.99	Effective	

Table 8

Summary Table of the of Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL

Indicator	Weighted Mean	Verbal Interpretation	Rank
Program Delivery	2.92	Effective	3
Organization of Instruction	2.94	Effective	2
Students; Literacy Competency	2.99	Effective	1
Overall Weighted Mean	2.95	Effective	

3. Academic Performance of Senior High School Students

Table 9

Academic Performance of Senior High School Students in terms of GWA

Academic Performance	Frequency	Percentage
Outstanding (90-100)	60	47.2
Very Satisfactory (85-89)	32	25.2

Satisfactory (80-84)	35	27.6
Fairly Satisfactory (75-79)	0	0
Poor (below 75)	0	0
Total Number of Respondents = 127		

4. Relationship between the Effectiveness and Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL

Table 10

Relationship between the Effectiveness and Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL

Indicator	Pearson r value	p-value	Interpretation
Program Delivery	0.789** Moderate correlation	0.000	Significant
Organization of Instruction	0.838** High correlation	0.000	Significant
Students; Literacy Competency	0.827** High correlation	0.000	Significant
**Significant @ 0.01			

DISCUSSION

1. Effectiveness of Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Program Delivery

As seen in Table 1, indicator 4 “The teaching methods and activities used in the LIP improved my ability to perform well in school assignments” was ranked 1 with the weighted mean of 2.94, verbally interpreted as Effective. Indicator 2 “The materials used during the LIP were relevant and helpful for my learning” was ranked 2 with a weighted mean of 2.92 (Effective). Indicator 5 “The LIP sessions motivate me to use library resources to enhance my academic performance” was ranked 3 with the weighted mean of 2.91 (Effective). Indicator 1 “The LIP sessions were engaging and helped maintain my interest” was ranked 4 with a weighted mean of 2.86 (Effective). Lastly, indicator 3 “The pace and delivery of the LIP allowed me to learn and apply new skills effectively” was ranked 5 with a weighted mean of 2.84 (Effective).

The overall weighted mean of 2.89 (Effective) indicates that students generally perceive program delivery as effective. While teaching methods and material relevance were rated as effective, pacing and engagement received comparatively lower scores, suggesting opportunities for more varied and interactive approaches. In the present situation, where students are exposed to multiple learning modalities, the library had to adapt its delivery to sustain interest and ensure that skills were applied effectively in academic tasks.

This finding is supported by Caffrey et al. (2024), who emphasized multimodal delivery formats to sustain engagement. In addition, Gualvez (2022) noted delivery challenges in Philippine schools, pointing out that uneven implementation weakened effectiveness. DWCL’s LIP showed strength in teaching methods but highlighted the need for continuous innovation in pacing and engagement.

2. Effectiveness of Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Organization of Instruction

Table 2 shows that indicators 2 and 5, “Each Library Instruction Program sessions had clear objectives” and “The organization of the Library Instruction Program helped me understand and retain information” were tied at ranked 1.5 with weighted means of 2.98 (Effective). Indicator 1 “The Library Instruction Program was well-planned and followed a logical sequence” ranked 3 with a weighted mean of 2.97 (Effective). Indicator 4 “Instructions and assignments were systematically arranged” ranked 4 with a weighted mean of 2.94 (Effective). The lowest was indicator 3 “The schedule and activities were organized to allow full participation” at 2.89 (Effective).

The overall weighted mean was 2.95 (Effective), showing strong effectiveness in organization. This implies that students valued the clarity and logical sequencing of LIP sessions, which helps them retain information and focus on learning objectives. However, scheduling remained a challenge, as students may have competing academic demands.

This aligned with PPST (2024–2025), which stressed competency-based instruction and clear objectives. Supporting this findings, Garcia et al. (2025) also found that organized integration of resources improves outcomes. DWCL’s LIP reflected these principles, showing strength in clarity and structure but highlighting the need for flexible scheduling.

3. Effectiveness of the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Students’ Literacy Competency

As seen in Table 3, indicator 5 “The Library Instruction Program had positively contributed to my overall academic literacy skills” was ranked 1 with a weighted mean of 2.98 (Effective). Indicators 2 and 3 tied at ranked 2.5 with weighted mean of 2.97 (Effective), showing confidence in reading and improved skills in summarizing, evaluating, and citing. Indicator 1 “Improved ability to locate and use resources” ranked 4 with a weighted mean of 2.91 (Effective). Indicator 4 “Better able to conduct research and complete projects” was lowest at 2.87 (Effective).

The overall weighted mean of 2.94 (Effective), indicating strong effectiveness in literacy competency. This implies that the LIP significantly enhanced the literacy skills of the students, particularly in summarizing, evaluating, and citing information. However, the relatively lower score for research competency suggests that students may need more structured guidance in conducting independent projects. In today’s academic setting, where research was a critical skill, strengthening this area was essential.

This supports Meena (2024), who reported measurable improvements in literacy after ILPs. Paway (2024) also found that high ratings in library services correlate with stronger engagement. DWCL’s LIP demonstrates similar positive impacts but highlighted the need for more emphasis on research skills.

4. Summary Table of Effectiveness of the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL

Table 4 shows that Organization of Instruction ranked 1, with a weighted mean of 2.95 (Effective), followed by Students’ Literacy Competency at 2.94 (Effective), and Program Delivery at 2.89 (Effective). The overall weighted mean was 2.93 (Effective).

This indicates that structured organization was the strongest predictor of academic performance, as students relied on clear objectives and logical sequencing to succeed. Literacy competency also plays a vital role, while program delivery requires improvement in pacing and engagement.

This echoes Wright (2021), who emphasized structured instruction as key to improving GPA and retention. DWCL's LIP reflected this, showing that organization was its strongest feature.

5. Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Program Delivery

As seen in Table 5, indicator 3 "The pace and flow of the Library Instruction Program sessions were appropriate" ranked 1 with a weighted mean of 2.95 (Effective). Indicator 4 "Examples, materials, and activities make me feel supported" ranked 2 with a weighted mean of 2.94 (Effective). Indicator 5 "Delivery addressed my academic needs" ranked 3 with a weighted mean of 2.92 (Effective). Indicator 1 "Delivery met learning expectations" ranked 4 with a weighted mean of 2.90 (Effective). Indicator 2 "Teaching methods made me feel confident" was lowest as 2.88 (Effective). The overall weighted mean was 2.92 (Effective), showing satisfaction with program delivery. This indicates that students were satisfied with the delivery of LIP sessions, particularly in pacing and materials. However, satisfaction with teaching methods was relatively lower, suggesting that students desired more confidence-building strategies. In the present context, where students face complex academic tasks, delivery methods have to evolve to provide stronger support.

This supported Manguil et al. (2024), who found that clarity and relevance drive satisfaction. DWCL's LIP shows similar strengths but highlights the need for more innovative teaching methods.

6. Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Organization of Instruction

As seen in Table 6, indicator 3 "The schedule and sequence allowed me to feel comfortable and engaged" ranked 1 with a weighted mean of 2.97 (Effective). Indicators 4 and 5 tied ranked 2.5 with a weighted mean of 2.96 (Effective). Indicator 1 "The Library Instructions Program is organized and marked me feel guided" ranked 4 with the weighted mean of 2.95 (Effective). The lowest was indicator 2 "Objectives make me feel confident" at 2.86 (Effective).

The overall weighted mean of 2.94 (Effective), showing satisfaction with organization. This implies that students were satisfied with the organization of LIP sessions, particularly in scheduling and structure. However, clearer objectives could have improved confidence.

This aligned with Stamatoplos (2003), who linked satisfaction to clear instructional goals. DWCL's LIP reflected this, showing that organization was a key driver of satisfaction.

7. Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL: Students' Literacy Competency

As seen in Table 7, indicator 5 "Library Instruction Program contributed to a positive learning experience and improved classroom performance" ranked 1 with a weighted mean of 3.08 (Effective). Indicator 3 "Skills in summarizing, evaluating, and citing made learning rewarding" ranked 2 with a weighted mean of 3.03 (Effective). Indicator 4 "Conducting research and completing projects made me feel competent" ranked 3 with a weighted mean of 2.97 (Effective). Indicators 1 and 2 tied at ranks 4.5 with weighted means of 2.93 (Effective).

The overall weighted mean of 2.99 (Effective), showing strong satisfaction with literacy competency. This implies that students felt the Library Instruction Program positively impacted their literacy and classroom performance. The highest satisfaction was linked to classroom performance, showing that the students directly connect the program to their success in school tasks. The relatively lower scores for resource use and confidence in understanding materials suggested that while students are satisfied, there was still room to strengthen their independent use of library satisfied and comprehension of academic

texts. In the present situation, where students were expected to be self-directed learners, reinforcing these areas will ensure that the Library Instruction Program continued to meet evolving academic demands.

This finding supported Rowe et al. (2021) who emphasized that participation in library instruction contributed to course success and improved student outcomes. Meena (2024) found that students who rated library services highly also demonstrated stronger engagement. The Divine Word College of Legazpi results confirmed that satisfaction with literacy competency was a crucial outcome of effective library instruction, directly tied to academic performance.

8. Summary Table of the of Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL

As seen in Table 8, Students' Literacy Competency ranked 1 with a weighted mean of 2.99 (Effective), followed by Organization of Instruction at 2.94 (Effective), and Program Delivery at 2.92 (Effective). The overall weighted mean was 2.95 (Effective).

This implies that students were most satisfied with the literacy competency, they gained from the Library Instruction Program, which they directly associated with improved classroom performance. Satisfaction with organization and delivery, while still high, indicated that students appreciated the structure and clarity of sessions but expected continuous improvement in teaching methods and pacing. In the current academic environment, where information literacy was a critical skill, the library's ability to foster satisfaction in literacy competency ensured that students were better prepared for academic challenges.

This resonated with Oliver's Expectation-Confirmation Theory (1980), which explained satisfaction as meeting or exceeding expectations. Manguil et al. (2024) also found that clarity and relevance drive satisfaction in library instruction. The Divine Word College of Legazpi findings confirm that satisfaction is strongest when students feel their literacy skills have improved, reinforcing the importance of aligning library instruction with academic needs.

9. Academic Performance of Senior High School Students in terms of GWA

The results in Table 9 show that out of 127 senior high school students, nearly half (47.2%) achieved Outstanding performance with GWA scores between 90–100, while 25.2% were rated Very Satisfactory (85–89) and 27.6% were classified as Satisfactory (80–84), with no respondents falling under Fairly Satisfactory or Poor categories. This distribution indicates that most students (72.4%) attained high academic standing, reflecting positively on the effectiveness of the Library Instruction Program in enhancing their information literacy and academic achievement. The fact that no students were recorded in the lower categories further emphasizes the program's role in maintaining strong academic outcomes, although the presence of those in the Satisfactory group suggests the need for additional support to help them reach higher achievement levels. Overall, the findings affirm that the Library Instruction Program has been instrumental in supporting academic excellence among senior high school students.

10. Relationship between the Effectiveness and Satisfaction to the Library Instruction Program (LIP) and Academic Performance among Senior High School Students of DWCL

As seen in Table 9, Organization of Instruction showed the strongest correlation ($r = 0.838$, High), followed by Students' Literacy Competency ($r = 0.1827$, High), and Program Delivery ($r = 0.789$, Moderate). All correlations were significant because the P-value (0.000) (0.000) (0.000) is less than 0.01 level of significance.

This implies that when students perceived the Library Instruction Program as effective, they were also more satisfied, reinforcing its role in academic success. The strongest correlation in organization suggested that clarity, structure, and logical sequencing were key drivers of both effectiveness and satisfaction. In the present situation, where students face multiple academic demands, well-organized library instruction ensures that they are not only learned effectively but also feel satisfied with the support provided.

This supported Rowe et al. (2021) and Wright (2021), who found that effective library instruction enhanced satisfaction and academic performance. The strong correlation between effectiveness and satisfaction in Divine Word College of Legazpi's Library Instruction Program confirmed the theoretical framework of Oliver's Expectation-Confirmation Theory (1980), showing that satisfaction arises when instructional delivery meets or exceeds expectation

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The Library Instruction Program (LIP) at Divine Word College of Legazpi (DWCL) is generally effective, areas such as teaching methods, pacing, and engagement may require further enhancement to maximize academic impact.
2. Students expressed a high level of satisfaction with the LIP, which suggests that the program successfully enhances students' academic skills and learning experience, yet improvements in instructional strategies and delivery could further strengthen overall satisfaction.
3. The Library Instruction Program has been effective in fostering academic excellence among senior high school students, as evidenced by the high proportion of Outstanding and Very Satisfactory performances and the absence of low achievers, though continued support is needed to help those in the Satisfactory group reach higher levels of achievement.
4. The higher the effectiveness of the Library Instruction Program, the greater the satisfaction of the students. The organization of instruction was identified as the strongest factor shaping this relationship among the three dimensions.
5. The findings underscore the need for a strategic action plan to strengthen areas of relative weakness, particularly in program delivery and instructional pacing. Implementing such a plan would ensure that the LIP continues to meet students' academic needs, enhances engagement, and maximizes its overall impact on academic performance.

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