**Chapter I**

**Introduction**

**Background of the Study**

Libraries are considered hallowed temples of learning, protected from the ephemeral nature of the digital age. But as the technology advances into every aspect of modern life, libraries are experiencing a shift from being housed strictly in physical spaces and are moving onto the web. This transition is creating an identity crisis for libraries. It also means incredible possibilities for learning outcomes across the globe with digital archives connecting students, teachers, and researchers-enhancing in sharing information. This is the situation faced by libraries nowadays, however, with the presence of Infotrac and Britannica Academic Online, they can somehow combat these changes.

The use of Infotrac and Britannica Academic online in libraries plays an important role in the lives of researchers for it facilitates their search for information. This is to say that Infotrac Custom Journals is beneficial to library customers due to the following: multi-disciplinary, convenient, accessible, updated, “Techie”- adapts to 21st century learning style, user-friendly, easy to navigate, personalized, Google and Microsoft integrated , printable and downloadable.

Infotrac provides what the 21st-century researchers expect as to instant access to complete, up-to-date content. This can put the world’s leading journals and reference sources at your users’ fingertips, with easy-to-use features and unique searching tools enabling discovery. It provides a variety of resources to be shared easily and can be used efficiently in interface.

Britannica’s professional development team understands the challenges and opportunities associated with the student research at the collegiate level. They share their knowledge and practical recommendations to support librarians in guiding students and faculty in accessing all the Britannica Academic Online has to offer. The essentials for conducting thorough research are all in one site. Britannica Academic online delivers fast and easy access to trusted information with balanced global perspectives and insights that users will not find anywhere else. (citation?)

This database provides information about important events, achievements, recognizable persons, world news and use the internet as the main vehicle for people to get information. The tradition of building stuffed with books is less relevant to our modern lives. As a result, libraries are transforming themselves into technological spaces. When looking at the technology use in libraries, patrons are increasingly thinking of libraries as community spaces that allow access to technology as a source of digital literacy for various demographics.

Expanded access through information sharing is likewise done in libraries. Digital libraries provide robust interaction between information and users – democratizing the global dissemination of information. The modern importance of public information is providing access to everyone and equipped with on-line connections to a worldwide network of libraries. With these, library users have chances to harness the new opportunities of the digital age in order to create equal opportunities through better access of information. This is a powerful goal of information sharing which has the power to bolster educational equality across the world. (citation)

On the other hand, the number of e-book users is growing, but not to the extent to replaced print books. While the percentage of adults who are reading e-books is increasing, simultaneously, print book reading is also used to spend time and access to information. This trend is also present in other libraries. Printed books still dominate reading, despite the growth of e-books. The number of e-book users increased, but not to the extent that electronic books have replaced the printed version. The popularity of e-books is rising, but print books remain the foundation of many people’s reading habits. This trend is expected to change as-reader ownership expands, but the love affair with an actual book isn’t expected to vanish completely.

Technological expansion and the changing way of individual’s gaining access to information deeply impacted the structure of libraries, physically as well as conceptually. Despite of the modernization of libraries and their adaption to the digital age, these public spaces still hold a critical role within the community. Libraries are doing well in changing with the needs of local communities, continuing to be the beacons of information sharing, learning, and entertainment even in the amidst tight of fiscal times.

With this, St. Therese - MTC Colleges strives harder to improve its library resources and services by acquiring databases such as Infotrac and Britannica Academic Online. Since, these library resources were acquired in the recent months, the library assessed the students’ awareness and utilization of both the Infotrac and Britannica Academic Online for this Academic Year 2019-2020.

**Statement of the Problem**

This study assessed the awareness and utilization of Infotrac and Britannica Academic Online of the students of St. Therese - MTC Colleges.

Specifically, this study sought answers to the following questions:

1. What is the students’ level of awareness of the Infotrac and Britannica Academic Online when taken as a whole and classified according to degree program, gender, campus/site and year level?
2. To what extent the students are using the Infotrac and Britannica Academic Online when taken as a whole and classified according to degree program, gender, campus/site and year level?
3. Are there significant differences in the students’ awareness of both Infotrac and Britannica Academic Online when they are taken as a whole and classified according to degree program, gender, campus/site and year level?
4. Are there significant differences in the students’ utilization of both the Infotrac and Britannica Academic Online?
5. Is there a significant relationship between students’ awareness and utilization of both the Infotrac and Britannica Academic Online?

***(How about your Hypotheses?)***

**Definition of Terms**

The following are the operational definition of the terms used in the study:

**Awareness.** Having knowledge of something. (Merriam- Webster’s Collegiate Dictionary, 2009)

In this study, awareness refers to the student’s knowledge and understanding about the Infotrac and Britannica Academic Online available in the library. This can be categorized as: 5- Extremely Aware, 4- Highly Aware, 3- Aware, 2- Moderately Aware and 1- Not aware.

**Britannica Academic Online.** Delivers fast and easy access to high quality, comprehensive information. It provides a balanced, global perspectives and insights, each article contains an article in history with author information and listed changes **(**https://britannicalearn.com/).

In this study, Britannica Academic Online refers to the online database acquired by the St. Therese – MTC Colleges Library to provide the students the opportunity to access to information when conducting their own research, they can cite the articles, helping them to deliver essays and theses that are academically rigorous and credible.

# Infotrac. Is a family of [full-text databases](https://en.wikipedia.org/wiki/Full-text_database) of content from academic journals and general magazines, of which the majority are targeted to the [English](https://en.wikipedia.org/wiki/English_language)-speaking North American market (www.gale.com).

In this study, the term refers to an online database that is multi-disciplinary, convenient to use, known to its accessibility and with updated information, adopts to the 21st century learning style, user-friendly, easy to navigate, can perform personalized outputs and with printable and downloadable information.

**St. Therese – MTC Colleges.** Refers to the location where the study will be conducted.

**Utilization.** The act of using something in an effective way (<https://dictionary.cambridge.org/>).

In this study, this refers to how the students use the InfoTrac and Britannica Academic Online at St. Therese-MTC Colleges, according to classification as; 5- Always utilized, 4-Often Utilized, 3- Sometimes Utilized, 2- Rarely Utilized and 1- Never Utilized.

**Significance of the Study**

The result of this study will be most beneficial to the following:

**Library Personnel.** The results of the study will help determine *strategies* to improve full awareness and utilization of the Infotrac and Britannica Academic Online by the students and faculty.

**Students.** The result of the study will be beneficial to the students who availed of these services for it facilitates their research and information needs through InfoTrac and Britannica Academic Online.

**Administration.** The result of this study will be of great help to the school administrators to exercise their role in approving authority of the plans submitted to them. The findings of this study will likewise make the school administrators aware of the strengths and weaknesses of the library services offered by the department.

**Teachers.** The result of this study will give themawareness and encouragement to include Infotrac and Britannica Academic Online in the references of the students in their research works. They should also include in their teaching strategies usage of these online resources to implement full utilization.

**Students.** The result of the study will be beneficial to the students who availed of these services for it facilitates their research and information needs through the use of Infotrac and Britannica Academic Online.

**Future Researchers.** In this study, future researchers will gain valuable insights from the findings of the study. It can be used as a baseline data to replicate this study from different location.

**Scope and Limitation**

This study is focused on the awareness and utilization of Infotrac and Britannica Academic Online of the students of St. Therese- MTC Colleges.

Students enrolled for the first semester AY 2019-2020 of St. Therese MTC Colleges will be the respondents of this study. Researchers - made questionnaire will be given to those students who are currently enrolled in this institution to know their awareness and utilization of both Infotrac and Britannica Academic Online as data gathering tool. The variables of the study include the degree program, gender, site and year level.

**Chapter II**

**Review of Related Literature**

**Conceptual Literature**

The digitization of information in print media has brought a new concept altogether in all fields of human life that has marked the beginning of “information era”. An electronic resource is defined as a resource which requires computer access or any electronic product that delivers collection of data, be it referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been published with an aim to being marketed. These may be delivered in CD ROM, tape, via Internet and so on. These are more useful due to inherent capabilities for manipulation and searching in providing information access which is cheaper in acquiring information resources, savings in storage and maintenance etc. that sometimes the electronic form is the only alternative. The development in scientific publishing and the pricing policies of publishers posed new challenges and opportunities for academic libraries in purchasing and managing the serials within their restricted budget. The library and information services of the 21st century are fast changing. With the rapid development of electronic publishing, libraries are not only acquiring reading materials such as printed books and journals but also arranging in providing access to various learning resources in electronic form. The web resources and the use of web as a tool is changing the way users live and learn. While in the early phase, the world wide web was mainly used for push type applications to provide information and resources to users, the development of web 2.0 and the spread of open sources and shared use concept have focused on user generated content and applications for sharing. This led to the rapid development and popularity of electronic resources.

**Infotrac and Britannica Online Description**

The recent trend now is the presence of online data bases in libraries. Digitization of libraries and changes in the library designs has coped up with the needs of the millennial in today’s environment.

Infotrac is a family of [full text databases](https://en.wikipedia.org/wiki/Full_text_database) of content from academic journals and general magazines, of which the majority are targeted to the [English](https://en.wikipedia.org/wiki/English_language)-speaking North American market. It is a typical online proprietary databases, in which various forms of authentication are used to verify affiliation with subscribing [academic](https://en.wikipedia.org/wiki/Academic_library), [public](https://en.wikipedia.org/wiki/Public_library), and [school](https://en.wikipedia.org/wiki/School_library) libraries. Infotrac databases are published by [Gale](https://en.wikipedia.org/wiki/Gale_(publisher)), a part of [Cengage Learning](https://en.wikipedia.org/wiki/Cengage_Learning).

## Infotrac streamlined discovery at the learner’s finger tips. With the tools that make discovery fast and easy, it quickly connect learners to the information they are looking for. It has an extensive coverage across multiple subject areas. Academic OneFile aids learners in finding accurate information and articles with ease, in both PDF and HTML formats.

Infotrac Student Edition is designed for students (12+ years old) and provides access to age appropriate, authoritative digital content for classroom assignments. Learners can research from magazines, journals, newspapers, and reference books covering a wide range of subjects, from science, history, and literature to political science, sports, and environmental studies.

Infotrac’s content features include full-text articles from the world’s leading journals and reference sources; careful editorial curation; a low-to-no embargo rate; and detailed manual indexing. Mobile-responsive design ensures students can access the resources on the devices they use most.

For more than 60 years, Gale, a Cengage company, has partnered with libraries around the world to empower the discovery of knowledge and insights by all people, for all purposes. Knowledge is power, and the act of learning is empowering. Access to knowledge offers learners an opportunity to discover the motivation and inspiration vital to making a positive contribution in not only their own lives, but the rest of the world. That's why Gale provides libraries with original and curated content, as well as the modern research tools that are crucial in connecting libraries to learning, and learners to libraries.

**Britannica Academic Online**

Likewise, Britannica Online such as Britannica School and Britannica Academic are premium online services which offer the most comprehensive array of safe, searchable content across all subject areas from Pre-K-12, college students up to professionals. It has an accurate, current, and comprehensive resources for college level learners, researchers and faculty. It offers alternate pathways to learning, providing classrooms with interactive, visually engaging resources that support collaborative learning styles. It will improve student’s performance, strengthen teacher effectiveness, and maximize the use of technology with Britannica School.

In a study entitled “**Evaluating the Effectiveness on the use of Infotrac and Academic Britannica Online”** by Kenchakkanavar (2014),in his study revealed that digital technology has made it more easy, speedy and comfortable to apply the stored intellect. This collected information through the ages has to be used for further research; betterment and overall development of the society. Electronic resources are easily accessible in remote areas. Electronic resources solve storage problems and control the flood of information. Print sources are being digitized. Electronic information sources are becoming more and more important for the academic community. The advent of technology has made the libraries add new things to its collections. The more prominent among them is the e-resources. This paper presents an overview of these resources, describes few advantages and disadvantages, and gives addresses of few web sites.

In the study of Björk et al. (2009),OA (Open Access) has a significant positive impact on the availability of the scientific journal literature and there is a big difference between scientific disciplines in the uptake. The objective of this study was to make a rigorous assessment ofthe overall share of the peer reviewed article literature, which is available as OA, either published directly or made available as copies in different sorts of repositories. Furthermore, Gul, Shah & Baghwan (2010), revealed in their study that the concept of Open Access emerged during the late 1990s. However, substantial literature is available on open access in a short span of time (Gul, Shah & Baghwan, 2010).There are many Open access resources available in the internet which are very helpful in the teaching and learning process. Open Access resources comprise of Open Access archives, Open Access books, Open Access journals, Open Access search engines etc. A question was asked to know the awareness of Open Access resources among the research scholars. The use of Open Access resources depends on the awareness of Open Access. It also depends on the sources of getting information, tools of accessing and purpose of using it in scholarly activities of researchers.

According to Mayo (2016), in meeting the changing demand in basic education, like the implementation of K to 12, and the necessity to enhance the quality of education in the country, Public Library Online Library System (PHOLS) could speed up accurate performance of library tasks and services. The system provides an accurate generation of library data within minimal time allowing any one with the basic knowledge of computer to play his/her part in providing quality basic education through its heart, the library. Thus, not only to be recognized as comparable to other developing countries in Asia but also proven efficient in providing quality basic education.

On the other hand, Wanajak (2011), in her study revealed that there is a need to supervise students using the internet by the teachers, school staff and administrators. Computer laboratories in schools should be in well supervised areas to ensure that students use the internet appropriately to protect student’s safety (e.g., cyber bullying).The rules for computer and internet use should be established by consensus and democratic student involvement. Reporting any behavioral changes in students related to IA should be the responsibility of teachers; and teachers and parents should work cooperatively together for the benefit of all students regarding safe internet use.

The study of Vania (2015), revealed that implementation of Edmodo in the classroom resulted a positive effect in student cognitive and student motivation. Likewise, a web-based learning in thermal physic can improve student cognitive, it can be noticed by the results of each cognitive level that increase from pre-test to post-test and also the normalized gain shown medium improvement.

Buddenbohm, S. et al. (2016), revealed in their study that open access must be in place to encourage data publication and citation: a proper tool for scholarly acknowledgment. Moreover, they said that citation for data must be publicized as an essential component of science, accelerating and widening scientific research. Normative practice must emphasize on identification, retrieval, attribution of research data, and the possibility of restrictive application procedures.

Moreover, Walmiki and Ramakrishnegowda (2009), examined in their paper the results of a survey conducted to know the collection of e-resources in Karnataka State University Libraries. Attempts have been made to know the internet facilities, procurement of cd-rom databases and online resources, participation in consortium activities and e-resources accessible through such consortium activities in the university libraries. The paper traced the barriers in collection of e-resources in the university libraries. The university libraries under the study have insufficient number of internet nodes, low bandwidth, poor collection of cd-rom databases and online resources. The scholarly literature accessible under the UGC-Infonet E-Journal Consortium is the only strength of these university libraries, as far as collection of e-resources is concerned.

On the other hand, Jamali, Nicholas, and Huntington (2005), presented the conclusions of several studies that used log analysis to study the use and users of electronic journals. It focused on the formats preferred by the end users where it was documented that the users prefer PDF rather than HTML format.

Finally, Chisenga (2004), accepted a review on the use of ICTs in ten African Public Library Services. The review found that, though most libraries had internet connectivity, very few were contributing web-based information services to their users. The study however, identifies four barriers to the useful facility of electronic resources in those libraries, namely: lack of considered planning, lack of sufficient or trustworthy financial support, lack of use of internet to supply information services to users and lack of constant preparation for users in new Information and communication technology services.

**Theoretical Framework**

The present study was anchored in an information system theory called **Technology Acceptance model** by Davis (1989). This model showed how users come to accept and use a technology .It suggests that when users are presented with a new technology, a number of factors influence their decision about how and when to use the technology.

**Conceptual Framework**

This study focused on the investigations to ascertain the awareness and utilization among the students of St. Therese - MTC Colleges, during the first semester of Academic year 2019-2020.

Factors considered as the independent variables were degree program, gender, site, and year level to obtain the dependent variable of awareness and utilization of Britannica Academic Online and Infotrac by analyzing and interpreting its level of awareness and extent of utilization among the students as processed variable.

**Research Paradigm**

**Dependent Variables**

**Independent Variables**

Degree Program

Gender

Campus/Site

Awareness of Infotrac and Britannica Academic Online

Utilization of Infotrac and Britannica Academic Online

***Figure 1. A schematic diagram showing the relationship of variables.***

**Chapter III**

**Methodology**

**Nature of Research Design**

This study used the descriptive survey method. *(Provide a description of what descriptive survey is all about)*.

This study was conducted to determine the awareness and utilization of Infotrac and Britannica Academic Online among students of St. Therese – MTC Colleges.

**Respondents of the Study**

The respondents of the study were the 908 students of St. Therese – MTC Colleges who were currently enrolled for the first semester of Academic Year 2019 – 2020. Of the 908 students, three hundred ninety-two (392), were from Magdalo, two hundred ninety – four (294), were from Tigbauan and two hundred sixty-two (262), were from La Fiesta.

**Table 1. Profile of the Respondents**

|  |  |
| --- | --- |
| **Categories** | **Number of Enrollees** |
| 1. Entire Group | 908 |
| 1. Degree Program   BS MT  BS Mar- E  BS Criminology  BS HRM  BSHM  BSTM  ASBS  AHRS  CLS  HCS | 369  186  50  36  195  15  16  11  12  18 |
| 1. Site   La Fiesta  Magdalo  Tigbauan | 262  352  294 |

**Research Instruments**

The research instrument used in this study was the researcher-made questionnaire and a checklist.

The researchers used the English Language as medium of communication. The instrument was divided into three (3) parts. The first part was the profile of the respondents while the second part were the items in the questionnaire proper (A) Awareness of Infotrac and Britannica Academic Online which consists of nine (9) statements answerable by Extremely Aware, Highly Aware, Aware, Moderately Aware, and Not aware. (B) Extent of utilization of the Infotrac and Britannica Academic Online which consists of seven (7) statements answerable by Always Utilized, Often utilized, Sometimes utilized, Rarely utilized and Never utilized. (C) and the third was an open-ended question about the difficulties they encountered in using both the Infotrac and Britannica Academic Online.

**Validity of the Questionnaire**

According to Cristobal (2017) validity refers to the quality of the instrument of being functional only within its specific purpose. This is to ensure the credibility of the findings, and the correctness and accuracy of data.

This study used the researcher-made questionnaire. This was presented to the Research Office for suggestions and corrections. The said questionnaire was validated by the experts and the panelists. Suggestions, corrections and comments made by the experts and the validators were all noted and included in the revision of the questionnaire.

**Reliability of the Questionnaire**

Test reliability refers to the consistency of the scores obtained, how consistent they are from each individual from one administration of the instrument to another and from one set of items to another. The Cronbach’s Alpha is considered the best method for measuring test reliability. According to Cristobal (2017) reliable instrument can also be used to verify the credibility of the subject of the latter yield the same results in several tests.

The final copy of the questionnaire was pre-tested to those students who were not respondents of the study. The result of the reliability test showed a Cronbach’s Alpha value of 0.983 indicating that the questionnaire was highly reliable and could be used in the study.

**Data Gathering Procedure**

The questionnaire was presented to the research office for comments/suggestions. Items which are found vague were deleted as per advised by the Research and Development Office for improvement.

Before the actual data collection, the researchers got permission from the Director of Libraries to conduct the test in the library. After the approval, the researchers distributed the questionnaire to those students who were randomly chosen as respondents of the study. Instructions were given to them before they answer the questionnaire. They were given thirty minutes to read and fully understand the questionnaire before the actual gathering of data. Likewise, the researchers had to explain the purpose of the study.

The researchers administered the instruments to ensure 100% retrieval. The accomplished instrument was checked to ensure that all items were answered accordingly.

For computation purposes, each response was given an equivalent score as follows:

For Awareness of Infotrac and Britannica Academic

**Response Score**

Extremely Aware 5

Highly Aware 4

Aware 3

Moderately Aware 2

Not Aware 1

For Utilization of Infotrac and Britannica Academic

**Response Score**

Always Utilized 5

Often Utilized 4

Sometimes Utilized 3

Rarely Utilized 2

Never Utilized 1

The scale used in interpreting the data are the following:

**For Awareness of Infotrac and Britannica Academic**

**Scale Description**

4.21 - 5.00 Extremely Aware

3.41 - 4.20 Highly Aware

2.61 - 3.40 Aware

1.81 - 2.60 Moderately Aware

1.00 - 1.80 Not Aware

**For Extent of Utilization of Infotrac and Britannica Academic**

**Scale Description**

4.21 - 5.00 Always Utilized

3.41 - 4.20 Often Utilized

2.61 - 3.40 Sometimes Utilized

1.81 - 2.60 Rarely Utilized

1.00 - 1.80 Never Utilized

**Statistical Tools**

The following statistical tools were used in the study:

**Mean. This was** used to determine the respondents’ profile as well as the level of awareness and extent of utilization of Infotrac and Britannica Academic Online.

**Frequency**. Used to determine the number of respondents belonging to categories included in the independent variables of the study.

**Percentage (%). This was** used to express the proportion of the population responding to the particular item.

**t- test** or F-Test Was used to determine if there is a significant differences between the means of the two groups. If the probability associated with the F statistics is less than 0.05 or less than we can assert that there is a significant difference between the means (de Guzman, 2017).

**One-way Analysis of Variance (ANOVA)** was used to determine the significant differences among three or more groups.

**The Pearson product moment correlation coefficient** (sometimes referred to as the PPC or Pearson r) is a linear correlation coefficient, denoted by r, measures the strength and (refers to positive or negative) linear relationship between two variables.

**Chapter IV**

**Results and Discussion**

This chapter presents the findings of the investigation. The study attempted to assess the awareness and utilization of both the Infotrac and Britannica Academic Online among students of St. Therese-MTC Colleges. The data were gathered through a researcher – made questionnaire.

This chapter also presents the descriptive and the inferential data and their respective analysis.

This study tried to answer the following questions.

1. What is the students’ level of awareness of the Infotrac and Britannica Academic Online when taken as a whole and classified according to degree program, gender, site and year level?
2. To what extent the students are using Infotrac and Britannica Academic Online when taken as a whole and classified according to degree program, gender, site and year level?
3. Are there significant differences in the students’ awareness of both Infotrac and Britannica Academic Online when they are taken as a whole and classified according to degree program, gender, site and year level?
4. Are there significant differences in the students’ utilization of both the Infotrac and Britannica Academic Online?
5. Is there a significant relationship between students’ awareness and utilization of both the Infotrac and Britannica Academic Online?

**Descriptive Data Analyses**

**Table 1. Students’ Awareness of Infotrac and Britannica Academic Online When Taken as a Whole According to Gender, Site, Year Level and Degree Program**

|  |  |  |
| --- | --- | --- |
| **Category** | **Mean** | **Description** |
| **As a Whole** | **4.07** | **Highly Aware** |
| **Gender**  Male  Female | 4.04  4.19 | Highly Aware  Highly Aware |
| **Site**  La Fiesta  Magdalo  Tigbauan | 4.17  4.07  3.99 | Highly Aware  Highly Aware  Highly Aware |
| **Year Level**  First Year  Second Year  Third Year  Fourth Year | 4.01  4.13  4.13  3.99 | Highly Aware  Highly Aware  Highly Aware  Highly Aware |
| **Degree Program**  HRS  HCS  CLS  BSMar –E  BSHM  BSTM  BSHRM  ASBS  BSMT  BS Criminology | 4.59  4.26  4.28  4.20  4.17  4.08  4.11  4.08  3.95  3.86 | Extremely aware  Extremely Aware  Extremely Aware  Highly Aware  Highly Aware  Highly Aware  Highly Aware  Highly Aware  Highly Aware  Highly Aware |

Legend:

4.21 - 5.00 Extremely Aware

3.41 - 4.20 Highly Aware

2.61 - 3.40 Aware

1.81 - 2.60 Moderately Aware

1.00 - 1.80 Not Aware

Table 1 showed that when grouped as a whole, the students were highly aware that the library has Infotrac and Britannica Academic Online with a mean score of 4.07. When grouped according to gender, both the female (4.19) and the male students (4.04) were highly aware of the Infotrac and Britannica Academic online in the library. In terms of site, students from all sites were highly aware of the availability of Infotrac and Britannica Academic online with La Fiesta as the highest with a mean score of 4.17, Magdalo(4.07) and Tigbauan (3.99). When the respondents were grouped according to year level, majority of the students in all levels such as second year (4.13), third year (4.13), first year l (4.01) and fourth year levels (3.99) were highly aware of the availability of the infotrac and Academic Britannica Online. On the other hand, when the respondents were grouped according to degree program, students enrolled in HRS (4.59), CLS (4.28), HCS (4.26) were extremely aware. However, students from the other programs were highly aware of the Infotrac and Britannica Academic Online.

**Table 2. Students’ Utilization of Infotrac and Britannica Academic Online When Taken as a Whole According to Gender, Site, Year Level and Degree Program**

|  |  |  |
| --- | --- | --- |
| **Category** | **Mean** | **Description** |
| **As a Whole** | **4.19** | **Often Utilized** |
| **Gender**  Male  Female | 4.12  4.25 | Often Utilized  Always utilized |
| **Site**  La Fiesta  Magdalo  Tigbauan | 4.22  4.16  4.06 | Always utilized  Often Utilized  Often Utilized |
| **Year Level**  First Year  Second Year  Third Year  Fourth Year | 4.10  4.17  4.21  4.04 | Often Utilized  Often Utilized  Always Utilized  Often Utilized |
| **Degree Program**  BSHRM  CLS  BSHM  BSTM  HCS  BSMar –E  BSMT  ASBS  BS Criminology  HRS | 4.17  4.14  4.21  4.18  4.45  4.25  4.05  4.28  3.94  4.54 | Often Utilized  often Utilized  Always Utilized  Often Utilized  Always Utilized  Always Utilized  Often Utilized  Always Utilized  Often utilized  Always Utilized |

Legend:

4.21 - 5.00 Always Utilized

3.41 - 4.20 Often Utilized

2.61 - 3.40 Sometimes Utilized

1.81 - 2.60 Rarely Utilized

1.00 - 1.80 Never Utilized

Table 2 showed that when taken as a whole, the students often utilized the Infotrac and Britannica Academic Online in their research works with a mean score of 4.19. When they were grouped according to gender, it was found out that female students (4.25) always utilized the Infotrac and Britannica Academic online, compare to the male students (4.12) who often utilized them during their research works. This only shows that female students were more diligent and resourceful in doing their research. When grouped according to site, the data showed that students from La Fiesta site (4.22) always utilized the Infotrac and Britannica Academic online, whereas, students from Magdalo (4.16) and Tigbauan sites (4.06) often utilized them. When grouped according to year level, it was found out that the third year students (4.21) always utilized the Infotrac and Britannica Academic online in their research, while second year (4.17), first year (4.10) and fourth year (4.04) students often utilized them in doing their research works. Moreover, when the students were grouped according to degree program, HRS (4.54), HCS (4.45), ASBS (4.28), BS Mar-E (4.25) and BSHM students (4.21) always utilized the Infotrac and Britannica Academic online in their research. However, the data also pointed out that BS Criminology students (3.94) got the lowest utilization.

**Table 3. ANOVA Results of Students’ Differences on the Awareness of Infotrac and Britannica Academic Online when grouped According to Year Level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Sum of Squares** | **df** | **Mean Square** | **F** | **Sig.** | **Description** |
| Infotrac Awareness  Between Groups  Within Groups  Total | 1.927  533.054  534.981 | 3  904  907 | 0.642  0.590 | 1.089 | 0.353 | Not Significant |
| Britannica Academic  Online Awareness  Between Groups  Within Groups  Total | 5.253  633.962  639.214 | 3  904  907 | 1.751  0.701 | 2.497 | 0.059 | Not Significant |

**Significant Value = 0.05**

As shown in Table 3, ANOVA result showed that the awareness of the students regarding Infotrac and Britannica Academic online do not differ significantly when grouped according to year level, F=1.089; sig 0.353 > p-value of 0.05; F=2.497; sig.059 > p-value of 0.05, thus, the null hypothesis is not rejected.

**Table 4. ANOVA Results of Students’ Differences on the Awareness of Infotrac and Britannica Academic Online when grouped According to Site**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Sum of Squares** | **Df** | **Mean Square** | **F** | **Sig.** | **Description** |
| Infotrac Awareness  Between Groups  Within Groups  Total | 4.401  530.580  534.981 | 2  905  907 | 2.200  0.586 | 3.753 | 0.024\* | Significant |
| Britannica Academic  Online Awareness  Between Groups  Within Groups  Total | 4.026  635.188  639.214 | 2  905  907 | 2.013  0.671 | 2.868 | 0.057 | Not Significant |

**Significant Value = 0.05**

When the respondents were grouped by site, ANOVA result in Table 4 showed that the awareness of the students regarding the Infotrac differ significantly when grouped according to site,

F= 3.753; sig= 0.024 < p-value of 0.05, thus, the null hypothesis is rejected. On the other hand, students’ awareness of Britannica Academic online, do not differ significantly when grouped according to site, F=2.868; sig 0.057 > p-value of 0.05, therefore, the null hypothesis is not rejected

**Table 5. T-Test Results of the Students’ Awareness of Infotrac and Britannica Academic Online When Grouped according to Gender**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **t** | **Df** | **Sig. (2-tailed)** | **Decision** | **Description** |
| Infotrac Awareness | -2.574 | 906 | 0.010 | Reject Ho | Significant |
| Britannica Academic Online Awareness | -2.043 | 906 | 0.041 | Reject Ho | Significant |

**Significant Value = 0.05**

t-test for independent sample result shows that in terms of Infotrac awareness, the t-value showed that there is a significant differences in the awareness of students of the Infotrac in the library according to gender t=-2.574, df=906; sig (2-tailed)=0.010, which is lower than the p-value of 0.05. Thus the null hypothesis is rejected. It is significant because the students find the Infotrac easy and convenient to use. Also it is downloadable and can be printed.

In terms of Britannica Academic Online, there is a significant differences in the awareness of students when grouped according to gender with t-value =2.043, df=906; sig (2-tailed)=0 .041, which is lower than the p-value of 0.05, therefore the null hypothesis is rejected. The students find it significant because Britannica Academic online is convenient to use. Although it is an encyclopedia, it also includes video clips and it has journals and periodicals to offer.

**Table 6. T-Test Results of the Students’ Utilization of Infotrac and Britannica Academic Online When Grouped according to Gender**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **T** | **Df** | **Sig. (2-tailed)** | **Decision** | **Description** |
| Utilization of  Infotrac and Britannica Academic Online | -2.088 | 906 | 0.037 | Reject Ho | Significant |

The utilization of Infotrac and Academic Britannica Online, differ significantly when grouped according to gender, with t-value of -2.088, df=41, sig (2-tailed)= 0.037 < p-value of 0.05.Therefore, the null hypothesis rejected.

**Table 7. Relationship between Students’ Awareness and Utilization of Infotrac and Britannica Academic Online**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **r** | **Sig.**  **p-value** | **Reason** | **Description** |
| Awareness and Utilization of both Infotrac and Britannica Academic Online | 0.829 | 0.000\*\* | Reject Ho | Significant |

**\*\* Significant @ 0.01 level (2-tailed)**

Table 7 above showed the relationship of students’ awareness and utilization of Infotrac and Britannica Academic Online, using Pearson r correlation. The data revealed that there is a significant correlation between students’ awareness and utilization of the Infotrac and Britannica Academic Online (r=0.829, sig. (2-tailed)= 0.000), which implied that when the awareness of the students in Infotrac and Britannica Academic online increases then their utilization also increases or vice versa.

There is a very high correlation (0.829), because the students find both Infotrac and Britannica Academic online easy and convenient to use and it is user friendly, date gleaned from the students. According to them the topics they want search is also downloadable and can be printed immediately.

**Chapter V**

**Summary of Findings, Conclusions and Recommendations**

This chapter presents the summary of findings, conclusions and recommendations.

**Findings of the Study**

1. The students were highly aware of the Infotrac and Britannica Academic Online when grouped as a whole. When grouped according to gender, both female and male students were highly aware of the Infotrac and Britannica Academic Online in the library. As to site, students from the three sites were highly aware where in La Fiesta got the highest mean score, followed by Magdalo then Tigbauan. When they were grouped according to year level, majority of the students in all levels from fourth year to first year were highly aware of the Infotrac and Britannica Academic. As to degree program, students taking up HRS, CLS, and were extremely aware while the rest of the programs were highly aware.
2. The students often utilized the Infotrac and Britannica Academic Online when taken as a whole. When they were grouped according to gender, it was found out that the female students always utilized the Infotrac and Britannica Academic Online compare to the male students who often utilized them. As to site, students from La Fiesta always utilized them, whereas students from Magdalo and Tigbauan sites often utilized the Infotrac and Britannica Academic Online. When grouped according to year level, the third year students were found out that they always utilized the Infotrac and Britannica Academic Online while the second year, first year and fourth students often utilized. Moreover, when they were grouped according to degree program, students taking up HRS, HCS, ASBS, BSMar-E and BSHM always utilized the Infotrac and Britannica Academic Online. BS Criminology students got the lowest mean of utilization.
3. Students’ differences on the awareness of Infotrac and Britannica Academic online do not differ when grouped according to year level, so the null hypothesis is not rejected.
4. When the respondents were grouped according to site,
5. Students’ awareness of the infotrac differ significantly, therefore the null hypothesis is rejected. On the other hand, students’ awareness of Britannica Academic online does not differ significantly when grouped by site, so the null hypothesis is not rejected.
6. t-test for independent sample result shows that in terms of Infotrac awareness, the t-value showed that there is a significant differences in the students’ awareness when grouped by gender, so the null hypothesis is rejected. In terms of Britannica Academic Online, there is a significant difference in the awareness of students when grouped according to gender, therefore the null hypothesis is rejected.
7. When the respondents were grouped by gender, students’ utilization of Infotrac and Britannica Academic Online differ significantly, therefore the null hypothesis is rejected.
8. Students’ relationship between awareness and utilization of Infotrac and Britannica Academic online using Pearson r correlation revealed that there is a significant correlation between them. The relationship was found to be positively very high. This result implied that when the awareness in Infotrac and Britannica Academic online increases then their utilization also increases or vice-versa.

**Conclusions**

In view of the findings, the following conclusions were drawn:

1. When grouped according to year level, ANOVA result showed that students’ awareness of the Infotrac and Britannica Academic online do not differ significantly, therefore the null hypothesis is not rejected.
2. When the respondents were grouped by site, ANOVA result showed that there is a significant difference in the awareness of students on the Infotrac, thus the null hypothesis is rejected. However, students’ awareness of the Britannica Academic online do not differ significantly when grouped by site, therefore the null hypothesis is not rejected.
3. There is a significant difference in the level of awareness of students in Infotrac and Britannica Academic Online.
4. Students’ utilization of Infotrac and Britannica Academic online differ significantly when grouped according to gender, thus the null hypothesis is rejected.
5. There is a very high positive relationship between students’ awareness and utilization of both the Infotrac and Britannica Academic online, which implied that when the awareness of the students of Infotrac and Britannica Academic online increases their utilization also increases and vice versa.

**Recommendations**

1. The librarians from the different academic sites should exert more effort to encourage students to utilized the Infotrac and Britannica Academic Online. The Library Orientation is the best venue to do this. The librarians should conduct a per section orientation/formal instruction to fully introduce the Infotrac and Britannica Academic Online. It is also a way to promote the use of online resources available in our library for their studies especially in their research.
2. Faculty members are encouraged to give advanced research studies and library research works to students especially the BS Criminology students to increase their utilization of the Infotrac and Britannica Academic Online.
3. The administration should consider to increase the library fee or additional library budget that will help augment the library expenses in providing more beneficial services for the improvement of the learning environment of the millennial learners.