

Assessment of Islamic Information Center Usage and Students' Perceptions

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ABSTRACT

This study assessed the utilization of the Islamic Information Center and students' attitudes toward it. It specifically determined the level of utilization and students' attitudes, examined significant differences when grouped according to respondents' profile, and proposed a marketing plan based on findings. Data were gathered from 367 college students of Universidad de Zamboanga using a 5 point Likert scale questionnaire. Respondents comprised 157 males and 210 females; 77.4% were Muslim and 22.6% belonged to other religious groups. By year level, second year students were the most represented, while fifth year students were the least. In terms of academic program, BS Pharmacy had the highest number of participants, and BS Computer Engineering the lowest. Results showed that the Center obtained an overall High rating in terms of utilization and students' attitudes, indicating that its services and provisions are adequate and effectively functioning. Significant differences were likewise observed when respondents were grouped by gender, religion, year level, and program. The study recommends sufficient funding to expand relevant collections, continued acquisition of resources supported by administration, and the implementation of information literacy programs to raise awareness and encourage greater utilization.

Keywords: Utilization, Student Attitude, Islamic Information

INTRODUCTION

Modern academic libraries, now called Library and Information Centers, exist to meet user needs and support quality education. They serve as vital resources for learning and development (Sotito, 2014) and act as agents of social and educational change, rather than just storehouses of materials (Udofia & Edam-Agbor, 2014). To deliver effective services, it is essential to understand users' needs, as this guides proper planning and improvement (Gunasekera, 2010).

The Arturo Eustaquio Libraries and Information Center adapts to these demands through its specialized unit, the Islamic Information Center. Established to serve the academic community, it aims to enrich the knowledge of Muslim students and promote correct understanding of Islam among non-Muslims. Users' feedback and attitudes toward its management, resources, and services are critical tools for enhancement.

Evaluating these aspects helps identify strengths, weaknesses, and user needs, with the ultimate goal of improving service quality (Creaser, 2006). However, despite existing efforts, studies note that many library resources remain underutilized, and users often lack awareness of available services, leading to dissatisfaction (Busayo, 2004). These issues are also reflected in the institution's own records.

Thus, this study assesses the Islamic Information Center in terms of its utilization, and students' attitudes. Its findings will serve as basis for developing effective strategies and marketing plans to better serve the clientele.

THEORETICAL REVIEW

This study is anchored on the **Disconfirmation Theory** proposed by Xi Shi and Levy (2005). Widely applied in assessing satisfaction and dissatisfaction, this framework originates from marketing and explains that users evaluate

services against pre-existing expectations. Satisfaction or dissatisfaction arises from the comparison between perceived performance and expectations: *positive disconfirmation* occurs when performance exceeds expectations, leading to satisfaction; *negative disconfirmation* happens when performance falls short, resulting in dissatisfaction; and *confirmation* takes place when performance matches expectations, leading to moderate satisfaction or neutrality.

Related to this, Xi Shi and Levy (2005) also introduced **LibQUAL+™**, an assessment tool adapted from the SERVQUAL model used to measure service quality across industries. Applied in library and information science, this model defines perceived service quality as the difference between what users expect and what they experience, expressed through the formula $Q = P - E$, where Q is perceived quality, P is perceived performance, and E is user expectations.

The study is further supported by the following concepts aligned with its key variables:

- **Library Resources and Utilization:** According to Badiru (2003), libraries are dynamic systems that must evolve to adapt to changing needs. Resources must be well-organized and relevant to effectively serve users, as proper utilization determines the fulfillment of the library's purpose.
- **Users' Attitude:** Myers (2012) defines attitude as a favorable or unfavorable evaluation of an object or situation, reflected through beliefs, feelings, or intended behavior. It represents a general disposition that guides how users respond toward library services and facilities.

The conceptual paradigm of the study. The conceptual framework is based on the concept of systems approach "Input-Process-Output" model that will determine the interplay of the variables in the study.

The *input* refers to Universidad de Zamboanga Islamic Information Center in terms of Utilization and student's attitude. The *process* includes the assessment and evaluation on the level of Islamic Information Center. The *output* refers to the establishment of marketing plan based on the findings of the study. The respondents' profile such as gender, year level, religion and program serves as the intervening variables that may affect the other variables in the study. A feedback loop may purposely provide all the necessary information relative to the study.

METHODOLOGY

This study utilized a quantitative research design to systematically assess and evaluate the status of the Universidad de Zamboanga Islamic Information Center across key dimensions: utilization, and students' attitudes toward its operations.

Specifically, the research adopts a descriptive research design, which is appropriate for this investigation as it aims to accurately and systematically describe the characteristics, current conditions, and existing status of the variables under study. As defined in research methodology, descriptive design is used when the primary objective is to gather data that determine the prevailing conditions, practices, or perceptions within a specific setting, without manipulating any variables or establishing causal relationships.

To gather the required data, the study employed a structured survey questionnaire as the primary research instrument. This tool was designed to elicit relevant information from the respondents, including their demographic and personal profiles, as well as their quantitative assessments and evaluations regarding the different aspects of the center. By converting observations, perceptions, and assessments into measurable numerical data, this approach allowed for objective analysis, precise interpretation, and clear presentation of findings, which effectively provided a comprehensive and factual picture of the current performance and standing of the Islamic Information Center.

RESEARCH LOCALE AND RESPONDENTS

This research was conducted at the Universidad de Zamboanga, specifically at the Islamic Information Center located within the Arturo Eustaquio Libraries and Information Centre, Main Campus. Established and inaugurated on July 21, 2006, the Center serves as a specialized resource facility designed to foster unity and promote accurate understanding and awareness of the Islamic faith among the university's student body.

The respondents of this study were college students enrolled during the second semester of Academic Year 2014–2015. The research utilized a non-probability sampling method, specifically purposive sampling, wherein participants

were selected based on criteria relevant to the objectives of the investigation. Given the location of the facility, the target respondents were limited to students taking their classes at the Main Campus, specifically those belonging to the School of Allied Medicine, School of Engineering, Information and Communication Technology, and the Institute of Technical Education under the Emergency Medical Services program. To determine the appropriate sample size for the study, Slovin's Formula was applied.

METHOD OF DATA COLLECTION

The researcher formally requested approval from the University President and the Vice President for Academic Affairs to conduct the study. Once permission was granted, survey questionnaires were personally distributed to the student respondents. The instrument was designed to gather data regarding the Center's resources, services, utilization, management, and students' attitudes.

Data collection was completed within approximately two weeks, as the study was limited only to respondents located at the Main Campus. After administration, all accomplished questionnaires were retrieved, and the gathered data were tallied, analyzed, and interpreted to derive the findings of the study.

RESULTS AND DISCUSSIONS

This chapter includes the presentation, analysis and interpretation of the data gathered by the researcher. The results were systematically presented based on the problems set in the study.

Table 1 Demographic Profile of the Respondents

Profile		f	%
Gender	Male	157	42.8
	Female	210	57.2
Religion	Islam	284	77.4
	Roman Catholic	57	15.5
	Christian	19	5.2
	Others	7	1.9
Year Level	1 st	119	32.4
	2 nd	126	34.3
	3 rd	61	16.6
	4 th	41	11.2
	5 th	20	5.5
Program	BSCE	57	15.5
	BSCOE	8	2.2
	BSECE	12	3.3
	BSCS	13	3.5
	ART	11	3.0
	BSMT	53	14.4

	BSN	25	6.8
	BSPH	71	19.3
	BSRAD	39	10.6
	BSRT	42	11.4
	EMS	36	9.8
Status of Visit	Never	0	0
	Seldom	76	20.7
	Sometimes	173	47.1
	Often	69	18.8
	Very Often	49	13.4
TOTAL		367	100

Table 1 outlines respondent profiles among 367 participants. There were 157 (42.8%) males and 210 (57.2%) females; religious affiliation was predominantly Muslim at 284 (77.4%), followed by Roman Catholic, Christian, and other groups. Second-year students formed the largest cohort at 34.3%, with representation declining through higher year levels. By program, BS Pharmacy had the highest participation, while BS Computer Engineering had the lowest.

These findings indicate greater engagement with the Center among female and Muslim students. Year-level distribution reflects actual enrollment figures, and program distribution matches existing usage records. Regarding visit frequency, 47.1% reported visiting sometimes, 20.7% seldom, 18.8% often, and 13.4% very often, with no respondent reporting no visits. This confirms the facility effectively meets students' academic and spiritual needs.

Table 2 Level of Utilization of Islamic Information Center at the Arturo Eustaquio Libraries & Information Centre

I utilize the following:	Mean Response	Remarks
Islamic books	4.12	High
Islamic pamphlets & leaflets	4.07	High
Quran	4.10	High
Islamic DVDs & CDs	2.86	Moderate
Other available Islamic resources	3.69	High
Grand Mean	3.77	High

Legend: 1.00 – 1.50 Very Low

1.51 – 2.50 Low

2.51 – 3.50 Moderate

3.51 – 4.50 High

4.51 – 5.00 Very High

Table 2 presents utilization levels of the Islamic Information Center. Ratings were high for Islamic books ($M = 4.12$), the Quran ($M = 4.10$), pamphlets and leaflets ($M = 4.07$), and other materials ($M = 3.69$), while DVDs and CDs received a moderate rating ($M = 2.86$). With a grand mean of 3.77, overall utilization is deemed high, reflecting that resources are sufficiently available and functional.

High usage of most materials stems from their ready accessibility within the facility. Conversely, moderate use of audio-visual resources is linked to their separate storage at the Instructional Media Center, which limits convenient access.

Table 3 Level of Students Attitude of Islamic Information Center at the Arturo Eustaquio Libraries & Information Centre

I visit the Islamic Information Center for the following reasons	Mean Response	Remarks
I am a regular customer of IIC	3.45	Moderate
For leisure readings	3.82	High
I feel comfortable and safe	4.27	High
To consult and borrow Islamic resources	3.93	High
I am satisfied and happy with the Islamic books	4.37	High
Grand Mean	3.97	High

Legend: 1.00 – 1.50 Very Low

1.51 – 2.50 Low

2.51 – 3.50 Moderate

3.51 – 4.50 High

4.51 – 5.00 Very High

Table 3 shows the level of students' attitude toward the Islamic Information Center. Respondents gave a *High* rating across all indicators: satisfaction and contentment with Islamic books (mean = 4.37); sense of comfort and safety (mean = 4.27); practice of consulting and borrowing resources (mean = 3.93); use for leisure reading (mean = 3.82); and regularity of visits or patronage (mean = 3.45).

With a grand mean of 3.97, the overall rating is interpreted as *High*, signifying that the Center's provisions are moderately comprehensive and operating effectively. These findings indicate that students hold a strongly positive attitude toward the facility and its services.

Table 4 Significance on the Level of Islamic Information Center when the respondents are grouped according to Gender

Islamic Information Center	Gender	Mean Response	t-value	P-value	Remarks	Decision on Ho
Utilization	Male	3.72	-0.705	0.481	Not significant	Accept Ho
	Female	3.80				
Student's Attitude	Male	4.23	4.928	0.000	Significant	Reject Ho
	Female	3.78				
Overall	Male	4.27	4.521	0.000	Significant	Reject Ho
	Female	3.95				

Table 4 presents the results of the One-Way Analysis of Variance (ANOVA) comparing utilization and students' attitude toward the Islamic Information Center when grouped according to gender.

Findings show a significant difference in students' attitude ($t = 4.928$, $p = 0.000$), where the computed p -value is less than the 0.05 level of significance. Consequently, the null hypothesis is rejected, indicating that attitudes toward the Center vary significantly between male and female respondents.

Conversely, no significant difference was observed in terms of utilization ($t = -0.705$, $p = 0.481$), as the p -value exceeds the 0.05 threshold. Thus, the null hypothesis is accepted. This implies that the extent of resource utilization does not differ by gender, as both groups make use of the available facilities and materials equally.

Overall, the results confirm that gender influences students' attitudes toward the Center, though it has no bearing on how its resources are utilized.

Table 5 Significant Difference on the Level of Islamic Information Center when the respondents are grouped according to Religion

Islamic Information Center	Religion	Mean Response	t-value	P-value	Remarks	Decision on Ho
Utilization	Islam	3.96	7.467	0.000	Significant	Reject Ho
	Non-Islam	3.09				
Student's Attitude	Islam	4.19	9.724	0.000	Significant	Reject Ho
	Non-Islam	3.22				
Overall	Islam	4.25	9.064	0.000	Significant	Reject Ho
	Non-Islam	3.55				

Table 10 shows the results of One-Way ANOVA examining assessments of the Center across resources, services, utilization, management, and student attitude, grouped by religious affiliation. Significant differences were found across all variables ($p < 0.05$), leading to the rejection of the null hypothesis. These findings indicate that evaluations

vary by religious background, with Muslim respondents providing higher ratings compared to their non-Muslim counterparts.

Table 6 Significant Difference on the Level of Islamic Information Center when the respondents are grouped according to Year Level

Islamic Information Center	Year Level	Mean Response	F-value	P-value	Remarks	Decision on Ho
Utilization	1 st	3.95	3.428	0.009	Significant	Reject Ho
	2 nd	3.54				
	3 rd	3.88				
	4 th	3.61				
	5 th	4.03				
Students' Attitude	1 st	3.89	2.568	0.033	Significant	Reject Ho
	2 nd	3.93				
	3 rd	4.10				
	4 th	3.86				
	5 th	4.51				
Overall	1 st	4.06	2.681	0.031	Significant	Reject Ho
	2 nd	3.99				
	3 rd	4.23				
	4 th	4.08				
	5 th	4.44				

Table 6 presents One-Way ANOVA results assessing Center utilization and student attitude by year level. Significant differences were found for both variables ($p < 0.05$), leading to the rejection of the null hypothesis. This indicates that evaluations of utilization and student perspectives vary across different year levels.

Table 7 Significant Difference on the Level of Islamic Information Center when the respondents are grouped according to Program

Islamic Information Center	Program	Mean Response	F-value	P-value	Remarks	Decision on Ho
Utilization	BSCE	3.59	1.821	0.056	Not Significant	Accept Ho
	BSCOE	4.13				
	BSECE	3.67				
	BSCS	4.18				
	ART	3.55				

	BSMT	3.41				
	BSN	3.88				
	BSPH	3.75				
	BSRAD	3.82				
	BSRT	3.96				
	EMS	4.08				
Student's Attitude	BSCE	4.27	3.503	0.000	Significant	Reject Ho
	BSCOE	4.60				
	BSECE	4.20				
	BSCS	4.65				
	ART	3.56				
	BSMT	3.73				
	BSN	3.70				
	BSPH	3.76				
	BSRAD	3.90				
	BSRT	4.13				
	EMS	3.98				
Overall	BSCE	4.24	3.291	0.000	Significant	Reject Ho
	BSCOE	4.51				
	BSECE	4.42				
	BSCS	4.59				
	ART	3.71				
	BSMT	3.87				
	BSN	4.11				
	BSPH	3.92				
	BSRAD	4.08				
	BSRT	4.24				
	EMS	4.03				

Table 7 presents One-Way ANOVA results comparing assessments by academic program. A significant difference was found for students' attitude ($p < 0.05$), leading to rejection of the hypothesis and indicating that evaluations vary across programs. In contrast, no significant difference was observed for utilization ($*p > 0.05$), resulting in acceptance of the hypothesis and showing that usage levels are consistent regardless of program. Overall, significant variation was noted in total assessments by program ($p < 0.05$), except with regard to utilization, where responses remained uniform.

CONCLUSIONS

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

The aggregate results of the assessment indicate that the overall standing of the Islamic Information Center, as measured in terms of utilization and students' attitude, is rated high. This rating signifies that the facilities, materials, and services provided by the Center are sufficiently comprehensive in scope and effectively operational, fulfilling their intended functions and meeting the general expectations and requirements of the student body.

Comparative analysis further demonstrates that statistically significant differences exist in the assessment levels of the Center when respondents are categorized according to demographic and academic profiles, specifically gender, religious affiliation, year level, and academic program. These variations suggest that perceptions and experiences related to the Center differ across these groups. However, certain dimensions showed consistency across specific classifications: no significant differences were observed in the level of utilization when respondents were grouped by gender or academic program, indicating that patterns and extent of use remain comparable regardless of these two variables.

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