

Library utilization as determinants of the criminology graduates to pass the pre-review program

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ABSTRACT

This study has examined the correlation between library utilization and the significance of passing the Pre-Rev Program among Criminology students. The data included 35 students from CCJE enrolled in S.Y. 2013-2014. The Pre-Rev Program's passing was based on the library utilization according to the number and type of books read and components that included comprehension and vocabulary. The results indicated that a correlation did exist between reading and passing Pre-Rev Program. Examining each level individually yielded similar results. The correlation also appeared to grow in strength at passing the Pre-Rev. To better understand the students' attitudes and practices regarding library-specific tools and roles in a university learning management system, log data for a period was analyzed. Thirty-five numbers of respondents within the department were surveyed regarding their perceptions and experience with the library tools. Librarians who use the tools were also surveyed to compare their perceptions of faculty tool and role use. While the survey respondents showed high levels of positive of librarians, they also exhibited low awareness of the library tools and little understanding of their use. Recommendations for encouraging wider adoption and effective usage are discussed.

Keywords: *library utilization, criminology, pre-review program, UM Digos*



INTRODUCTION

Education is undoubtedly the greatest instrument in which man devised for his progress. According to Santhalingam et al. (2011), education plays a vital role in developing a country. It is one of the fundamental rights of every individual. It not only enhances knowledge but also develops the overall personality of a person. This was further supported by Shrestha (2008), education is the key factor in the development and advancement of society. All societies, therefore, have one form of education or another, but the use in which it is put varies.

Most colleges and universities have created, developed, and offered various ways and interventions to yield good outcomes to the students, like having persistent higher grades and become a globally competent individual. There are so many factors to consider that may influence students' performance to become effective and efficient in their studies. Such factors are health, motivation, anxiety, their environment, and most especially their family. However, one of the most influencing factors is library utilization.

According to Santhalingam et al. (2011), the library has become "a place entrusted with the acquisition, organization, preservation, storage, retrieval, and dissemination of information in whatever format it might appear. According to Seth and Parida (2006), the library has an important role in education, and each education institution should have a library with adequate funds, infrastructure, collections, and technology. This was supported by Omotunde et al. (2014); the library serves as a vital and important channel where information is acquired, processed, and disseminated through the provision of appropriate information resources in its various formats like for example printed and non-printed.

The purposes of the present research were to determine the value of library utilization for the study of certain college students as determinants to pass their specific review; to determine whether the library utilization increased the efficiency of students as measured by their class grades; to note whether some library utilization was more valuable than others; and to find to what extent the class, both as a whole and as individuals, progressed with and without the aid of this library utilization.

The research implies that library utilization as determinants to the student is the goal of the criminology pre-review program to provide academic and examination experiences necessary to prepare students to pass the licensure examinations. Furthermore, administrators, educators, accrediting organizations, and future

employers evaluate the overall academic program effectiveness in terms of students' success on these examinations.

The researchers seek to find out the effectiveness of the pre-review program by correlating it to library utilization. Furthermore, designing an intervention scheme that would help improve the performance of graduates in the pre-review is one of the objectives of this study. The pre-review can also provide immediate feedback regarding student's risk for failing the licensure exam. Hence, there is a need to study and measure the preview program's effectiveness about student's preparedness for the examination.

To emphasize the gist of this study, today's general public must know the relevance of library utilization as determinants, specifically on the criminology graduates to pass their pre-review program can change the innovative structure of education today. After reading this study, it is presumed that most of the crowd, specifically the students in the criminology department, can easily understand and accept the final verdict or result of this primarily judge academe issue.

METHOD

This study used the descriptive correlation method of research. The descriptive correlation method permits a researcher to describe patterns of behavior and discover links in the association between variables. In this study, correlated variables are students' performances in the Pre-Review program and the Library Utilization as determinants to criminology graduates. Correlation research involves collecting data to determine whether. To what degree, a relationship exists between two or more quantifiable variables like the independent and dependent variables of the study, performance of criminology students in the Pre-review program, and study habits, respectively. The study involves the survey of human subjects or respondents. It ascertains the relationship between pre-review and library utilization levels as determinants to pass the pre-review program. To address the objectives of the study, mean used to determine the level of significance of the library utilization as determinants to criminology graduates to pass the pre-review program. Moreover, **Pearson r** was used to determine the significant relationship between library utilization as determinants to criminology graduates to pass the pre-review program.

RESULTS AND DISCUSSION

From the study conducted by the researchers, the data garnered from the survey shows results regarding library utilization as determinants of the criminology graduates to pass the pre-review program. The respondents were the 4th year students of Criminology enrolled in S.Y. 2013-2014. This survey aimed to know the views and implications of library utilization as determinants of the criminology graduates to pass the pre-review program. The survey was made possible in a short period since there were only a few respondents. The interview with the researchers was done through a survey.

Table 2 shows the overall results of the library utilization of pre-review students in terms of the number of books read. As to the gender, the male got a mean score of 6.45, and the female got a mean score of 6.33. This indicates that most of the students who read several books are males.

Table 2. The Overall Results of the Number of Books Read

Gender	Mean of Number of Books Read
Male	6
Female	6

Table 3 below shows the overall results of the library utilization of pre-review students in terms of the type of books read. The researchers selected the top 10 books utilized by pre-review students, namely: book 1, book 2, book 5, book 12, book 22, book 23, book 43, book 55, book 76, book 77. And there are 35 students enrolled in pre-review students read book 1 with the highest frequency of 8, also book 2, book 43, book 55, and book 76 got the same frequency of 7 and lastly, book 5, book 22, and book 23 got the lowest frequency of 6. This indicates that the majority of the pre-review students read book 1.

Figure 1. Top 10 Books Utilized by Criminology Students

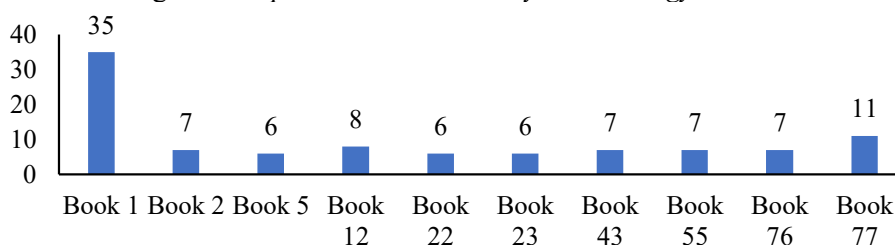


Table 4 below shows the overall results of the pre-review students' review performance in the post-test according to gender. Most of the males got an average grade of 76.485, and the females got an average grade of 76.06. This indicates that the majority of the males got the highest average grade. Thus, males have good performance in the post-test.

Table 4. *The results of Review Performance According to Gender*

Gender	Average Grade
Male	76.485
Female	76.06

Displayed in Table 5 below results from the relationship between the number of books read and the student's performance. As evident in the table, correlation analysis revealed that the overall number of books read significantly and affirmatively related to students' performance, which means a linear association of variables and that several books read would increase the tendency to get higher grades. As seen in the table, the Pearson r value for the correlation between the number of books read and the grade was 0.474, classified as moderate positive linear correlated and with a p-value of .004, which is significant 0.01 level. This entails that the number of books reads significantly and positively related to the grades. This conforms to the study of Allport (1960), which asserted that attitude toward study has a great contribution to academic achievement and good study pattern. Successful learners adopt a positive attitude towards study and do not waste time or energy on what they have to do. Moreover, according to Williams et al. (2001), efficient and effective library resources provision can have a positive impact on academic achievement.

Table 5. *The Pearson's Correlation on Number of Books Read and Students Performance*

Independent	Dependent	r value	p-value	Remarks
Number of Books	Pre-Review Result	0.474	.004**	significant

Correlation is significant at the 0.01 level (2-tailed).

CONCLUSION AND RECOMMENDATIONS

In the lights of the findings, it was found out that although the use of the library and its utilization of materials are highly important for passing the pre-rev program, there is still a need to internalize what is being given during the time of

review, which may, resulted in the highest number of passers when reading is constant. Therefore, the library should intensify its information literacy skills program to maximize the use of online reference resources. On the other hand, the library's acquisition unit should purchase good reference sources that are not available for open access, rather than buying the huge hard copies that only a few students will use. Finally, librarians should go on the extra mile to encourage students to consult the available books because information they need may not be available sometimes. Moreover, it is important to understand the correlation between reading performance and academic performance in other pre-review programs and determine if there are key years where the correlation is strong enough to consider utilizing a reading intervention program as the primary intervention for passing reviews in other academic areas. In conclusion, reading performance includes fluency, comprehension, and vocabulary abilities as compared to grade-level norms.

Thus, it is recommended by this study that reading and reviewing seriously from the book sources that were given should be implemented and be realized. Secondly, it is also recommended that the implication for campus administrations is that the library is not just a passive study space; it contributes to student success and, consequently, to pursue institutional goals and objectives. Thus, investing in the university library is investing in student success. Library employees who hope that their efforts make a difference regarding students' academic performance now know that the services and resources contribute positively to students' success. This knowledge should help library employees outreach to non-library users and their interaction with library users by assuring them that using library resources is a path towards academic success. In addition, it is recommended that further research about the study must be done on the aspect that is not explored in the study. It would be better than the pre-review program's criminology students should create programs among these libraries use long enough to educate them and made them aware of the extent of library utilization to pass the pre-re program for them to reach the highest number of passers. Lastly, it would also be better to replicate this study and use qualitative research design to explore the depth, richness, and complexity of having a reliable and defined library utilization to pass the pre-review program.

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