"Am I Not Enough?" A Qualitative Inquiry of The Role of The Learning Information Center in Student Research

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ABSTRACT

This study examined how the Learning Information Center (LIC) supports Bachelor of Secondary Education—major in English students at UM Panabo College in their research, the challenges they face, and the strategies they employ to overcome them. Data were collected through in-depth interviews with ten participants and focus group discussions with seven participants, using a phenomenological research design. Findings revealed that students value the library for its authentic resources, online services, and conducive study environment, often preferring it over studying at home. Access to both physical and digital resources was particularly appreciated. However, challenges included limited availability of high-demand books, slow internet, outdated materials, difficulties navigating the library system, and inconsistent staff support. To adapt, students effectively utilized available resources, sought assistance when needed, and developed strategies to meet their research needs. These findings underscore the importance of learning in context (LIC) in academic success and highlight the need for service improvements to address students' evolving needs, particularly in digital and blended learning contexts. The findings suggest that while the Learning Information Center plays a crucial role in supporting students' academic success, targeted improvements—especially in resource availability, digital infrastructure, and user support—are necessary to better meet the needs of students in increasingly digital and blended learning environments.

Keywords: learning information center, student research, educational support, Philippines

SDG 4: Quality Education

INTRODUCTION

The increased availability of digital information on the Internet has impacted the efficient use of existing library resources in numerous ways. The Learning Information Center (LIC) does not have specific and clear roles in selecting, acquiring, or providing digital resources that are accessible on the web. From this case, it is evident that students encountered numerous challenges when searching for sources in a library. One relates to information literacy, students' inability to navigate the information they need. Information literacy also entails understanding how libraries are organized, what resources are available, and, most importantly, the various approaches to searching. It also revealed misconceptions and a lack of information retrieval skills regarding how students use keywords and phrases to search for the needed information (Mahwasane 216-219).

The Academic Learning Information Center (ALIC) is established to support learning, research, teaching, and information sharing, to achieve the institution's objectives and missions. As noted above, they are an essential component of the university community and crucial to learning processes, and are not isolated from information. In this sense, it should ensure that they offer effective and reliable services to those who visit them, meeting their needs and seeking feedback by also serving and identifying the needs of students. Therefore, it must be both practical and efficient to enhance the learning process and make students feel supported in their pursuit of knowledge (Kekana, Matsobane, and Kheswa 1-9).

Additionally, the school library primarily serves as an information hub to address students' questions and concerns. This is why inquiry-based learning frames allow learners to search for information in their own way. It is a place where students are filled with questions. It is also a place where students' questions are answered.

Inquiry or asking questions is one of the instructional functions that contribute to the educational agenda of the school library. In other words, it is a school's physical and digital environment focused on reading for meaning and purpose, learning through inquiry, conducting research, thinking critically, and being imaginative and creative. Therefore, inquiry is a built-in human process, and the library is indicative of or should be imperative to this process (Toerien 177).

Moreover, it is considered a fundamental component of any educational system. It plays a crucial role in enhancing students' academic performance and is regarded as the heart of any educational institution. The primary goal of every academic library is to disseminate knowledge and abilities to its university students. To effectively address students' information needs, it is essential to understand how students use and what information they require. Additionally, it was discovered that students are not using the library's facilities and services to their full potential. The information literacy program should encourage people to become aware of and utilize electronic information resources. Providing access to information about the resources available in academic libraries is crucial for helping students discover the library's resources (Rodriguez and Mandrikar 2-6).

Furthermore, the library is the school's central part, as it supplies knowledge. Academic-related information must be available from as many sources as possible. The school's library is the heart and soul of the school and should serve as the benchmark around which the school's academic activities revolve. This is because education in the present digital age is no longer centered on the teacher. However, it is where the learner or student is the focus of learning; it requires more than a school to produce a well-groomed and well-equipped learner or student who can think logically, critically, and creatively (Mahwasane 260).

Teachers advise those students who are willing to learn that they do not need to know anything, just where the LIC is, because everything can be found there. It will enable students to access information in the form of thousands of books, encouraging them to read more and thereby boosting their independence. The school library plays a crucial role in development, providing access to credible academic knowledge, broadening skills, cultivating critical thinking skills, and fostering growth. In school, students can learn what they are taught through books (Gulshan 4).

Also, the library is the core of every educational institution. The primary goal is to equip higher education students with the knowledge and skills they need. It serves a crucial function by providing reliable and valuable information. Approximately 38.8% of students rely on these journals for the required quality information for their research papers and projects (Rodrigues and Mandrekar 11). An early study reveals that students utilize the library for scientific research to solve scientific problems and complete projects (Almulla and Khasawneh 6). It serves as a hub for educational materials, providing various research and reading services while enriching the school curriculum, blending its role with education (Kim and Kutscher 309).

The school's library offers a range of services specifically designed for the school community, including teachers, students, and staff, to support the achievement of educational and pedagogical objectives in various areas, particularly in research courses. Its services include reference, historical bibliography, current briefing, borrowing, and photocopying services (Haleem, Abid, Mohd Javaid, Asim Mohd, Rajiv Qadri, and Suman 276). It also provides essential documents and services to support students in conducting their research.

Moreover, researchers have determined that the library's role in the school community, particularly in providing students with adequate resources, has developed over the years. However, despite this, few academic studies have focused on the role and effectiveness of the library in students' research journeys.

In response to the decline in academic studies on the role of the Learning Information Center in student research, this qualitative phenomenological study aims to explore and understand the lived experiences of students conducting research who utilize the Learning Information Center as a source of information. Qualitative phenomenological research serves as the methodology for this study. The qualitative approach is used to collect data regarding students' experiences in conducting research through the library. Permission to conduct the study is obtained from UM Panabo College. Proper protocols for conducting in-depth interviews should be taken into utmost consideration. Qualitative data analysis is done right after collecting the desired

interview data. The inscription is coded in these coded responses and grouped into themes to shape the research results.

The researchers observed that students do not often visit the library for several reasons, including a lack of awareness about what is available, personal preference for researching on the internet, and a lack of information skills. Some students may consider the library irrelevant to learning, while others may consider researching from home or browsing the internet more convenient. Libraries are becoming increasingly open in response to students' needs and expectations, offering services and resources that extend beyond traditional paper-based books. However, it is crucial to recognize its significance as a valuable resource for research and academic success. It is full of knowledge, skills, and helpful assistance that students can use to research and meet their goals.

This study gives insights into how the Learning Information Centre aids students in their academic research. It boosts knowledge and overall educational quality for many school-aged youngsters. They are more effective when implemented early because they provide vital resources, encourage a love of learning, and provide an inclusive environment for personal and intellectual development. They serve as active information hubs, making significant contributions to the field of education. They provide various instructional resources, including books, publications, academic journals, research papers, and multimedia elements (Mawaka 2-5).

Public libraries serve as portals to knowledge, offering cost-free entry to books, educational materials, and information for everyone, regardless of their financial status, social standing, or connections. Moreover, in the Philippines, where many people face financial limitations, public libraries allow individuals to expand their knowledge and enhance their learning (Ngo 15).

Exploring this topic is significant for many reasons. For 3rd-year BSED-English students, the importance of the library will be emphasized, highlighting how it provides a safe and inclusive environment for all individuals. This can be particularly important for student researchers seeking a quiet workplace or those who may not have access to resources elsewhere. As the Learning Information Centre is widely used in seeking information, this study will benefit all national entities (government, private sectors, employees, students, and regular citizens) to have adequate resources for conducting research. Additionally, this study will provide valuable insights to future researchers on the importance and effectiveness of libraries in research.

This study aimed to address the following research question: (1) What are students' experiences with utilizing the services of the Learning Information Center? This is to find out the varied experiences of the students when it comes to utilizing the Learning Information Center (LIC) to aid their academic research.) (2) What are the challenges that students face in utilizing the services of the Learning Information Center for research purposes and how do they overcome the said challenges in utilizing LIC? (This is to know what problems or challenges students faced when utilizing the Learning Information Center for their academic research and how they coped with the said challenges.) (3) What are the researchers' insights about the services of the Learning Information Center for research purposes?

METHOD

This section of the research provides a detailed description of the study, including the respondents, research instruments, design, and procedures.

Participants

The participants in this study were students who had already completed their academic research and were generally recognized as users of LIC for their research needs at UM Panabo College. This study focused on 4th-year Bachelor of Secondary Education students major in English at the University of Mindanao (UM) Panabo College, Department of Teacher Education, who had completed their research and utilized the Learning Information Center during their studies. They were able to utilize and maximize the library's resources, including books and online services. Additionally, the study excluded students from the 1st to the

3rd year and those who are not English major students. The exclusion criteria were designed to achieve an ideal sample size for the most comprehensive view (Tutors India 35).

Additionally, researchers conducted in-depth interviews and focus group discussions using a set of predetermined questions. These approaches help the researchers understand students' perceptions and experiences in the library. This qualitative research aims to understand the phenomenon thoroughly rather than generalize the results. Several qualitative inquiry methodological approaches determine the number of participants. For example, depending on the study's objectives and the data gathered, phenomenology and narrative inquiry may involve anywhere from 10 to 50 participants (Subedi 10). As such, grounded theory and in-depth interviews aim to create categories from the data and then analyze the relationships between these categories while also attending to how the respondents' experiences were understood. However, studies can have as many as 10 respondents and yield fruitful and applicable results.

A focus group is a qualitative research method in which a small group of five to ten people discusses a specific topic or issue. An interviewer guides the discussion, asks open-ended questions, and encourages participants to engage. Focus groups are primarily used to gather information about respondents' attitudes, feelings, beliefs, experiences, and reactions in a manner that is not possible with other techniques, such as questionnaire surveys, one-on-one interviews, or observation. Using FGD provides in-depth insights, encourages group dynamics, and is cost-effective (Dovetail 10).

Furthermore, the researchers gather data through qualitative observation using their five senses: sight, smell, touch, taste, and hearing. Observation relies on the researcher's senses; therefore, it is subjective in gathering information. This method only works with facts that can be observed with the senses; it does not involve quantitative measurement. Through qualitative observation, the researchers can study, engage with, and develop a comprehensive image of people in their natural setting. Through direct observation, the process occurred without the participants being aware that they were under investigation. The researchers also became an integral part of the group to gain a deeper understanding of the people or phenomenon under study (Duke 21).

Materials/Instruments

The research instrument used in this study was the in-depth interview. Qualitative research collected in-depth perceptions and descriptions of targeted groups, places, and events using their eyes, ears, and intelligence (Crossman). The instrument used to collect the data was a self-made questionnaire that the researcher prepared. Focus group discussion (FGD) was also used to gather data. It occurs when a chosen group discusses a particular subject or engages in a comprehensive discussion led by an outside, qualified moderator. This approach gathers participants' opinions, expertise, experiences, and customs exchanged while interacting with other individuals (Eeuwijik and Angehrn 2). Moreover, the researchers found that qualitative observation was crucial for determining how people behave and what they exactly do as opposed to what they claim to do. Although observation enabled researchers to study people's behavior in their natural environments, it was prone to bias and misunderstanding since observers may not always be objective (Ellis 9).

Furthermore, the interview questions were verified by the College Research Coordinator and the expert panel involved in this study. This was done to confirm if the study's objectives were sufficiently clear, if there was no bias, and if the items were pertinent to the research questions. The respondents were given the guide question sheets throughout the interview. The questions were aligned according to the research objectives that the respondents addressed. The open-ended questions prompted researchers to ask follow-up questions to explore the issues more thoroughly. Finally, this research was conducted in person, with participants not pressured to respond to every question. This approach ensured that respondents' identities remained confidential and unknown, as outlined in the Data Privacy Act 2012.

Design and Procedure

Qualitative phenomenological research was the primary methodological approach employed in this study. This approach is more suitable for collecting viewpoints and opinions from different study participants. In this

method, the informants were allowed to expand on and answer the questions. The informants were permitted to engage in more honest and transparent experiences.

Phenomenological studies involve a qualitative research method that aims to comprehend and articulate the fundamental nature of a phenomenon. This approach explores individuals' daily encounters without relying on the researchers' preconceived notions about the event. In simpler terms, phenomenological research explores lived experiences to gain a deeper understanding of how individuals interpret them (Delve and Limpaecher 32).

Additionally, this approach aimed to collect data based on students' experiences utilizing the LIC for their research needs. This method was employed because the study explicates the natural setting regarding students' experiences conducting academic research through the library. The researchers' involvement in implementing this study was essential for the trustworthiness of the research results and to precisely validate the analysis of the phenomenon. Furthermore, the researchers' role was to adhere to the protocols for conducting the qualitative research study. In addition, the study considered the objectives, appropriate questions, collection and analysis tools, ethical issues, and how the results were reported and transcribed.

Permission to conduct the study was obtained from the University of Mindanao, Panabo College. Then, the researchers secured a letter requesting permission from the university's Office of the School Director. A copy of the endorsement from the school director was attached to a cover letter about the study, and informed consent was obtained from the selected participants. The schedule and venue of the interview were identified after collecting informed consent from each informant. Interviews with informants were conducted using an interview guide documented on a practical audio recorder, such as a phone with headphones and microphones, where the deepest reactions and validating responses were noted and recorded.

Proper protocols for conducting in-depth interviews were taken into utmost consideration. These protocols are as follows: (a) the primary objective and purpose of the research were explained to the informants. (b) Informants were informed that all responses were recorded. (c) informants have undergone orientation about the data and assured them of the confidentiality of their identity as well as their answers, (d) informants were assured that they were allowed to raise their questions during the interview and have the freedom to stop the interview proceedings if they opt to and lastly, (e) after the interview, recognition, and appreciation were extended to the informants not only in the form of verbal gratitude but also in the form of token.

After the interviews, the data were analyzed qualitatively. The encoded responses were organized into themes to structure the research findings. Qualitative data analysis involves various steps and methods for analyzing the qualitative data gathered to gain insight, comprehension, or interpretation of the individuals and scenarios under investigation (Dawit 5). Data were analyzed using inductive analysis. All interviews were voice-recorded and transcribed verbatim. This involves transcribing interviews, optically scanning materials, typing up field notes, and sorting and categorizing the data according to the sources of information. Translation of the transcribed interview was followed.

Further, coding was done after the data were transcribed and translated. It is when you assign numbers or symbols to responses to group them into a set number of categories or classes. Coding is essential for efficient analysis, as it helps to condense multiple responses into a few categories that hold the crucial information needed for analysis (Dawit 3). It involved taking text data or pictures gathered during data collection, segmenting sentences, paragraphs, or images into categories, and labeling those categories with a term, often one based on the actual language used by the participants. Emerging themes were clustered according to tonic structures, and a thermodynamic analysis was conducted to identify any patterns in the data. The item of interest was sorted into themes, where themes emerged by organizing items related to topics into categories. Data were gathered, coded, organized, and analyzed.

The fundamental ethical principles guiding our research study are beneficence and non-maleficence, confidentiality, and respect for human dignity. Individuals can choose whether to participate in this research because they are autonomous. It is necessary to obtain informed consent from research participants. Self-administered surveys may not be beneficial. The results of plagiarism are reported, along with the names of the

cited authors. The investigator assured the participants that the information gathered would be kept confidential and that only they and the hired data analyst would have access to it. Ahmed (1) suggests that the legitimacy of the procedure is essential to establish the study's trustworthiness. The researchers ensured that this study was grounded in the conceptual frameworks upon which it is based. Furthermore, each step of the data collection and analysis was described in detail to provide readers with a clear and comprehensive understanding of how the findings were derived. The principles of credibility, transferability, conformity, and dependability also guided this study.

The result's credibility rests on data collection analysis; interviews were conducted with ten (10) students to provide sufficient data from varied sources. In addition, all the interview transcripts were appended. In terms of transferability, all the steps taken to complete this study were discussed thoroughly. This way, interested researchers can replicate the study in another field. Qualitative research can be conducted to replicate earlier work, and when that is the goal, the data categories need to be made internally consistent. Furthermore, for transferability, the researchers attempt to contextualize the findings so that they can be applied in other settings or contexts. For dependability, the researchers provided a detailed explanation of the methodology and a comprehensive description of the findings, enabling other researchers to understand the work more easily and apply their findings to other situations. For objectivity, the researchers ensured conformity by focusing on the participants' responses and meanings. Additionally, an audit trail was maintained to track the entire study's process and evolution from start to finish.
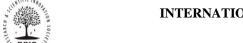
RESULTS AND DISCUSSION

This section presents the study's results in tables, followed by a discussion based on the findings. The items in the table have been analyzed, categorized, and arranged according to themes of different core ideas derived from the participants' responses. Findings derived from the study are thoroughly examined and supervised by the researchers, adviser, data analyst, research coordinator, and evaluators.

Table 1 Theme and Core Ideas of "Am I not Enough?"A Qualitative Inquiry of the Role of the Learning

THEMES	CORE IDEAS
USEFUL AND BENEFICIAL	• Provides valuable and authentic resources • Offers online services • Students feel supported by the available resources
COMFORTABLE AND CONDUCIVE ENVIRONMENT	• A peaceful setting is preferred over studying at home. • Well-organized study spaces enhance focus • Convenient access to computers and Wi-Fi
ACCESS TO RESOURCES	• Accessibility of research resources in LIC influences students' research outcomes. • Equal access to physical resources • Inclusivity of LIC services

Information Center in Student Research

The items in the table were analyzed, categorized into groups, and arranged according to different themes. Table 1 focuses on the students' experience utilizing the library to aid their research and classification in terms of the themes: Useful and Beneficial, Comfortable and Conducive Environment, and Access to Resources.

All the themes used in this presentation are collected and examined through various literature and studies that focus on students' experiences using the library to aid their research. The researchers then thoroughly examined the students' responses and classified the information according to standard and emerging categories.

Useful and Beneficial. The student researchers find the Learning Information Center beneficial in the first theme. It provides valuable and authentic resources to the students. Since it offers both physical resources and online services, making it convenient for students to access information, they feel supported by the available resources.

Based on the participants' responses, most of them find the library beneficial when providing information for their research. The library provides digital and physical tools necessary for academic work, and they find it to be a valuable and encouraging environment. Access to hardbound theses, other research materials, and internet databases, such as ProQuest, gives students access to trustworthy and legitimate sources. Furthermore, their study experience is improved by the convenience of remote access and the simplicity of online platforms. The Library of Congress (LOC) is a valuable resource for supporting students' research endeavors due to its welcoming environment and abundance of readily available resources. This is supported by the study of Valdez (71), who states that libraries have an inherent duty to serve their users' educational and research needs by providing a range of services. This will foster an academic environment that promotes teaching and learning, thereby improving the quality of education and enhancing research outputs at various levels.

Comfortable and Conducive Environment. The second theme for the first table is that students find the library to be a comfortable and conducive environment for their research. Most students prefer staying at the library for their research or studying, as it offers well-organized study spaces that help them maintain focus. Additionally, it provides convenient access to computers and Wi-Fi.

It is clear from the participants' responses that the library provides a comfortable and conducive environment for research. Students view it as a great place to study and conduct research, as well as a source of high-quality academic resources. In contrast to other settings, including their homes, they value the calm, quiet, and cozy ambiance since it helps them concentrate better. Long tables, study areas, and complimentary Wi-Fi are additional resources that facilitate a practical research experience. Additionally, having access to computers and internet services within the library enhances their ability to find and effectively utilize educational resources. Additionally, it provides a comfortable environment that fosters focus, efficiency, and convenience in completing academic assignments. This is based on Martin Public Seating's statements that libraries should include a quiet space where students may study or conduct research at their own pace and enjoy some alone time. It not only positively influences students, but they can also come in to relax and read a book without being disturbed by others. In her paper, Marquiero stated that libraries offer comfortable seating areas for students to relax and do their research or study. Additionally, a library is designed for learning, providing an academic and study-friendly environment for students.

Access to Resources. The third theme is that LIC services offer various options that students can access. The accessibility of research resources in the library has a significant impact on students' research outcomes. It has resources that provide equal access to physical resources and inclusivity of its services.

Based on the participants' responses, the library provides a range of services to support students' research needs, including both physical and online resources. When conducting research, you must navigate various sources to ensure your research is both practical and valid. This is supported by Ashikuzzaman, who stated that in today's fast-paced world, the emergence of modern libraries is pivotal since they serve as dynamic hubs for learning. Beyond its traditional function, the library offers essential services, including internet access, digital resources, and creating inclusive spaces for diverse communities. Additionally, within educational institutions, an academic library is a specialized knowledge base designed to meet the needs of researchers, faculty, and students. Academic libraries remain at the forefront of how technology influences education, continually adapting to the ever-evolving demands of the academic community (Rashid).
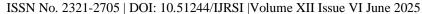
Table 2 Student Researchers Face the Challenge of Utilizing the Services of LIC for Their Research Needs

THEMES	CORE IDEAS
LIMITED ACCESSIBILITY AND AVAILABILITY OF RESOURCES	• A limited number of copies for high-demand books. • Outdated materials that do not meet current research needs. • Slow and unstable internet connections, especially during busy periods. • Restricted access to online databases without proper registration.
NAVIGATING COMPLEX LIBRARY SYSTEMS	• Difficulties in searching the library systems • Arrangement of library resources • Difficulties in accessing library services
INCONSISTENT STAFF SUPPORT AND GUIDANCE	• Inconsistent knowledge levels among staff members. • Delays in receiving assistance due to staff unavailability. • More training is needed to enhance staff expertise. • Dependence on a few key personnel for accurate information.

Presented in Table 2 are the core ideas and themes generated by the students as the research respondents to the second objective. Items were examined, classified, and organized based on three themes and their associated core ideas. In addition, Table 2 focuses on the students' challenges in utilizing the library for their research needs and classifies them into the following themes: Limited Accessibility and Availability of Resources, Navigating a Complex Library System, and Inconsistent Staff Support and Guidance.

Limited accessibility and availability of resources. The Learning Information Center's absence of varied and current materials results in student discontent, even with the daily use of accessible resources. The students found the available resources inadequate to help them construct their research studies. The absence of adequate facilities hinders the operation of school libraries, restricting students' access to essential resources (Ketheeswaren 51). Additionally, the lack of online databases and the library's slow internet connection led to student dissatisfaction with the services. In this regard, weak internet connections resulted in considerable delays in research activities, heightened stress levels, and adversely impacted students' academic achievement. Reliable internet access is crucial for effectively utilizing online resources and completing academic assignments promptly (Akmad and Abatayo 278). Thus, this study supports the student's claim that the limited accessibility and availability of resources in the library are one of the challenges they face in utilizing the library's services for their research needs.

Furthermore, the use of information relies on the information resources that the library has and that are also available to the student. The requirement indicates that both availability and accessibility need to be fulfilled for utilization to develop. In the absence of resources, utilization cannot happen, rendering the value of those resources insignificant to users. The demand for access creates difficulties for both library management and

users, as ensuring resources are accessible requires specific essential skills; without these skills, available resources may remain inaccessible (Agbokhaodeoshobughie and Eshiemkhai 67). Even when information resources are present and accessible, they must fulfill and satisfy the information needs of the users for whom they are intended (Abubakar).

In addition, a review conducted in Cross River State, Nigeria, revealed that the organization of those resources influences the availability of information resources. When information resources are poorly organized and not classified into their correct categories, accessibility becomes increasingly complicated (Ekpang and Idhalama 64). Students feel annoyed when they cannot find the information they desire from the library (Ekpang and Ekeng 155).

Navigating a Complex Library System. Not all students are familiar with or understand the library system, and libraries may possess extensive reference materials, which can complicate a researcher's ability to locate a book by hand. Students also face challenges in finding the books they need and in determining whether a book is accessible or not. Students' challenges in utilizing current library services include concerns about borrowing, returning, and locating library resources (Padilla 10). Students encountered significant obstacles when utilizing library services due to restricted access to internet options, insufficient electronic library resources, and a lack of digital and information literacy (Muneja 258). Thus, this study supports the student's claim that navigating a complex library system is one of the challenges they face in utilizing library services to meet their research needs.

Libraries obtain various information resources; if these resources are not well-organized, research productivity would be irrational for students and librarians. A study conducted in Nigeria emphasized that many libraries have restricted resources. Even more alarming is the concern regarding the disorganized condition of library resources in academic libraries. Nevertheless, a notable gap exists in library science research regarding the importance of organizing library resources for research productivity and the challenges encountered (Olise 2-3). Furthermore, the findings of the study in university libraries in Benue State revealed that the obstacles affecting the use of digital reference resources consist of insufficient awareness of the digital library, subpar user interface of the system, inadequate search engine, and absence of a functional interactive chat box (Ojobo, Ternenge, Makinde, 15).

Inconsistent Staff Support and Guidance. Academic library staff's irregular support and guidance to students may result in feelings of devaluation and obstruct research performance. Several possess strong qualifications, yet they lack the potential for public relations and marketing tactics to execute their daily tasks (Dangwaran 132-133). Nigerian universities have identified significant skill gaps among library staff, particularly in metadata creation and digital preservation (Emezie 10). Additionally, research on academic libraries in Ghana revealed that students and faculty encountered unhelpful library personnel and a lack of responses to online questions submitted through their online platform. These problems were exacerbated by inadequate customer service training and a lack of commitment from library management (Asimah and Van der Walt). Thus, this study supports the student's claim that inconsistent staff support and guidance are one of the challenges students face in utilizing the library's services for their research needs.

The absence of support from library staff in academic libraries has consistently raised concerns, affecting students' capacity to use library resources effectively. In this case, students' performance in crafting their research will be affected and delayed. In a study conducted in Nebraska, approximately 56% of the students were unsatisfied with the services offered by library personnel (Rodrigues and Mandrekar 13). Evaluating students' satisfaction is essential as a management tool and can be achieved effectively and affordably. Moreover, a composite mean of 2.80 suggests that, in the study conducted at the University of La Salette, students exhibit a moderate level of satisfaction with the quality of library services provided by the library personnel (Mendoza 11).

Insights generated by the researchers based on the findings of the study

The Learning Information Center (LIC) is the premises of an educational institution where students can find relevant information and details in various fields of study. It is also a place for students to reside and complete

their academic tasks, particularly research. The Learning Information Center offers a wide range of resources, including textbooks, magazines, encyclopedias, and dictionaries. It provides numerous seats and tables for the students to use, outlets for charging, and a room for private discussion. Furthermore, the resources available in the library are guaranteed to be credible and authentic, as the library staff constantly monitors and verifies them. The library staff consistently verifies the resources to ensure that only reliable and conclusive resources are in the LIC.

However, the resources found in the libraries are insufficient due to their physical limitations, which limit their storage capacity. Numerous students prefer to search the Internet for sources to find more information for their research studies. Although the LIC provides online platforms, some students are unaware of them, and others are unaware of how to use them. Some students prefer to use the Internet as their primary source for research because it is more convenient and offers a vast array of information compared to the library. Nevertheless, the online information is not entirely reliable and accurate, unlike the data found in LIC.

In addition, the library offers equal access to all students by utilizing the materials and resources that promote inclusivity and equity. The institution's available physical resources can be utilized and borrowed by enrolled students. It offers open Wi-Fi access and features comfortable study areas that are convenient and beneficial for students to complete their academic work and research. The library staff is also available to assist students in searching and navigating the library's resources. It can provide students with these services and features while conducting academic research.

In contrast, students experienced frustration with navigating the library systems, such as arranging books on the shelves and having difficulty accessing library services. Another problem that students encounter in the library is the slow internet connection, which disrupts students ' academic research. The Internet is incredibly beneficial in education, supporting and delivering high-quality teaching to learners.

Moreover, the obsolete resources stored in the library hinder students' progress in developing their research skills. Currently, the research world requires five years of recency when citing studies in a research paper. These are the issues that the students faced in the library that can be altered and resolved quickly.

In conclusion, the library has both negative and positive effects on students' research. It is the heart of an institution supporting students in their academic journey. It offers valuable resources and materials, but is inadequate in supporting students in completing their academic tasks, particularly research. LIC has much to improve to fulfill its duty and role to the institution and its stakeholders.

CONCLUDING REMARKS AND IMPLICATIONS

The conclusion and recommendation sections are based on the results and discussions. It involved summarizing the study proposed, discussed, and accomplished in this study.

Conclusion

This study thoroughly examined qualitatively the experiences of student researchers using the Learning Information Centre as a resource for conducting academic research. The results demonstrate the LIC's dual role in student research: It serves as a valuable resource center and significantly limits students' use of its services.

Students generally recognized the value and advantages of the program. Textbooks, bound dissertations, and credible online databases, such as ProQuest, are among the tangible and digital research resources it offers. Participants acknowledged the quiet, well-organized, and comfortable setting, stating that it was more conducive to focused study than their homes. The availability of physical resources, computers, and Wi-Fi fosters a supportive learning environment that improves the research process.

However, the inquiry also revealed some significant issues. According to the students, insufficient resources exist, especially regarding highly demanded or recently updated materials. The effectiveness of the research output was further hindered by the unstable and slow internet connection, especially during peak hours. Students stated that the library's systems were complicated, and some found the digital systems' search

functions and book arrangement perplexing. Additionally, inconsistent staff support, with varying levels of accessibility and expertise, often resulted in delays and frustration when trying to obtain the necessary information.

The findings demonstrate that, despite the library's somewhat expected impact, it has yet to meet students' academic requirements, particularly given the growing expectations for research quality and technological advancements. Outdated content and systemic inconsistencies hinder students' access to precise and relevant data, crucial in research settings where current and high-quality references are required.

Implications

The research findings carry significant implications for students, library staff, and institutional administrators. First and foremost, the library requires more institutional investment. The importance of its growing physical and digital collections is underscored by the constraints in resource availability, particularly the scarcity of updated materials and the limited availability of in-demand books. This hinders students' progress in conducting their academic research. Additionally, since many students rely heavily on online platforms to access research databases and academic journals, increasing the speed and dependability of their internet access should be a top priority. Priority should be given to the availability of current, easily accessible, and varied physical and digital resources. This entails adding more high-demand books, signing up for various scholarly databases, and ensuring constant internet access across the library. By doing this, students can conduct research more effectively, support a variety of academic fields, and have fair access to reliable sources. Additionally, providing students with research tools and online access tutorials will enable them to maximize the use of library resources both locally and virtually.
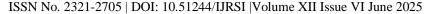
Additionally, the internal structures of the library require careful modification. The inability of students to locate resources easily indicates that the library's catalog and shelving systems lack user-friendly navigation. The user experience would be significantly improved by switching to a more user-friendly digital catalog with advanced search features and rearranging the physical layout for efficiency and clarity. Students can locate materials more quickly and independently by using interactive guides.

In terms of staff support, the organization must give library staff members ongoing development and training opportunities. Training programs emphasizing research support, digital tools, and user engagement can help close the understanding and preparedness gaps reflected in the staff's inconsistent guidance of students. More student trust and reliance on library services would result from always having knowledgeable staff available, particularly during periods of high research activity.

Enhancing students' digital literacy and research abilities is equally crucial. All year levels should have access to formalized orientation programs that introduce students to the library's online and physical systems. Students can be encouraged to make the most of the available resources by attending workshops on utilizing citation management tools, evaluating sources, and navigating research databases. Gaining these abilities is particularly important in an academic setting where research is increasingly conducted through technology.

Furthermore, library services must have a systematic feedback system in place to ensure their quality and relevance. Regularly conducted performance evaluations, suggestion boxes, and surveys can provide valuable information about students' needs and satisfaction levels. These feedback instruments should actively guide policy choices and service enhancements. Additionally, using data analytics to track borrowing trends and digital resource usage can help find opportunities and gaps in library operations.

Ultimately, this paper may serve as a valuable resource for future researchers investigating the institutional support systems that impact student academic performance, particularly within qualitative frameworks. Understanding these dynamics is crucial for enhancing the educational experience and ensuring that all learners receive the support they need in their pursuit of knowledge. It also opens avenues for investigating the evolving role of academic libraries in digital and blended educational settings.

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