

Perceptions of The Librarians in Offering Special Library Services to Students with Disabilities

Saliha B. Bala

Librarian I
MSU-IIT
saliha.bala@g.msuiit.edu.ph

Abstract

Bala, Saliha B. (2023). Perceptions of Librarians in Offering Special Library Services to Students with Disabilities. Unpublished Master's Thesis. Saint Columban College, Pagadian City.

Libraries support the teaching curriculum of the parent organization or the community it serves and assist students in meeting their information needs. This study investigated the perceptions of librarians in offering special library services to students with disabilities in Lanao del Norte and to explore the challenges they encounter in implementing such services. A qualitative research design was employed, adopting Sharan B. Merriam's case study model. Data were collected through one-on-one interviews, conducted both face-to-face and online, with six academic or school librarians from institutions with and without students with disabilities. The study explored the participants' experiences, insights, and suggestions regarding the provision and improvement of services for students with disabilities. Findings revealed that librarians strongly supported the idea that students with disabilities have equal rights to access information and should therefore receive special services in libraries. However, several constraints were noted. Most libraries lacked essential infrastructure such as ramps and hand railings, limiting accessibility for students with physical disabilities. There was also a scarcity of specialized resources like braille books, audiobooks, and captioned videos necessary for students with visual or hearing impairments. Financial limitations were a recurring issue, as libraries had insufficient budgets to invest in assistive technologies or inclusive resources. Additionally, many librarians expressed the need for more training and awareness to better understand and respond to the specific needs of students with disabilities. It was concluded that while librarians are committed to promoting inclusive services, their efforts are constrained by inadequate funding, infrastructure, and professional development opportunities. It was recommended that educational institutions enhanced accessibility by funding inclusive library services and training librarians in disability awareness to ensure equitable access for all learners.

Keywords: libraries, librarians, services, students with disabilities

Acknowledgment

The researcher's path has not been easy, and she will always be extremely fortunate and grateful for the guidance and kind support of the study participants, who inspired her to set out on this educational research journey with the firm determination that helped her achieve this academic achievement, as well as the people who support her and keep her motivated to finish the study.

To thesis adviser Ms. Rudylin Dayanan, for her insightful answers to the research questions. Her encouragement consistently spurs the researcher on to keep going and, if possible, complete the study. I am grateful for your constant support, which is the reason I always feel motivated to conduct the research.

Expressing her sincere gratitude to all the panelists: Dr. Genesis B. Naparan, Research Director; Dr. Gilbert A. Celesio, Dean of the Graduate School; Dr. Philipcris C. Encarnacion, Dean of the College of Computing Studies; Ms. Rudylin S. Dayanan, MLIS Instructor and Thesis Adviser; and Dr. Ramil E. Ecot, External Panelist, for their valuable insights and constructive feedback during the final oral defense. She also extends her heartfelt appreciation to the validators, Dr. Janus A. Naparan, and Ma'am Jufel Ma. Lourdes S. Guinanao, MLIS for their invaluable ideas, experiences, and advice on how to get a greater variety of resources and expertise, as well as more time to go over the questions.

To the Departments of Library and Information Science and Graduate School for their guidance and support during this academic career path.

To the Almighty Allah and the family, friends, and BLA family for their constant support, understanding, and encouragement that helped the researcher to continue.

Dedication

The Master of Library and Information Science degree is very difficult. The following individuals were essential to making this up-and-down journey possibly successful.

Family.

Colleagues.

Department.

Almighty God.

Chapter 1

The Problem

Background of the Study

Education is one of the most significant areas for capital investment in any nation. Sadly, only some youngsters will get the chance to attend school. One of the fundamental rights recognized by international human rights legislation is the right to education. Education acts as a multiplier since it allows people to practice other human rights. Economic, social, civil, political, and cultural rights are improved. Education fosters social mobility and raises one's self-esteem. So, every human being needs it (Agbon & Mina, 2017). Schools are considered a proper place to educate people. Further, the library supports the teaching curriculum of the parent organization or the community it serves.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has significantly impacted the development of inclusive education for students with special needs. Inclusive education has been embraced to guarantee that all students have access to a high-quality education. Expanding personal communication experiences of disabled persons and individuals without impairments is now the most significant sociopsychological resource for increasing the quality of inclusive education (Al-Shammari et al., 2019; Sorokoumova et al., 2022). In line with inclusive education, libraries cater to all walks of life, especially public libraries, providing services to different users. Nowadays, services offered to any libraries referring to academic, school, and special libraries are being applied and accepted as what we call services to all.

Both national and international laws guarantee the right to an education. The state is in charge of it and is liable for it. All kids with special needs should, therefore, be able to take advantage of all the rights given to them. In order to prevent the social marginalization of children with special needs, nations must put policies into place that provide a healthy and secure learning environment (Karaca, 2022). Further, in the Philippines, there is also the Batas Pambansa BLG. 344, a law that mandates the installation of facilities and other devices in specific structures, organizations, businesses, and public utilities to improve the mobility of people with disabilities. Also, it supports disabled people's rights to fully engage in society, advance their communities, and enjoy possibilities (Toquero, 2020). A more modern legal framework is RA 7277, popularly known as the Magna Carta for People with Disabilities, to ensure their equality, total participation, and assimilation into society. However, the objectives of RA 7277 in providing a full range of accessible services cannot be fully achieved unless the government or agency unit cannot manage the needs of disabled individuals (Technical Education and Skills Development Authority, 2020). Libraries and librarians must implement unique services for this group of students to meet their demands in connection to the library.

The Official Webster's English-Filipino Dictionary with Thesaurus, 2017 Disabled describes someone who is physically or mentally restricted in some way'. Disability is having difficulty performing daily life due to problems in some parts of the body. Further, these types of library students need special assistance accessing their information needs, and librarians must offer services for them. For young disabled individuals who are involved in the development of an adult identity as well as in gaining higher-level certifications that have a significant impact on future employment chances, higher education is a crucial domain. Access to the services that can open up new horizons in one's future must be balanced. However, not much attention concerning special facilities has been put in place for the differently abled in higher learning institutions apart from running departments that offer academic programs on teaching and

handling students with special needs (Twaambo et al., 2022). In this regard, there are many issues and concerns about whether higher education is discriminatory in providing access to education for all students. In line with this, Commission on Higher Education (CHED), Circular Memorandum Order (CMO), No. 22, Series of 2021 section 6: Physical Facilities states that 'facilities for persons with disabilities shall be made available (e.g., ramps, railings, comfort rooms,) and other requirements specified in existing laws shall be made available to persons with special needs. CHED already provides in terms of physical facilities. What about the libraries, especially the librarians in providing special library services to persons with disabilities?

Students with disabilities belong to a vulnerable group that cannot use library services due to several obstacles, including the absence of qualified staff, accessibility issues, accessible formats, and websites. Several circumstances hamper access to the library's services and facilities by people with disabilities. Adoption of laws, library education, collaboration, and the development of guidelines are all crucial for ensuring that impaired users receive comparable services (Farooq & Manzoor, 2021; Mohapatra, 2018). This type of user needs a unique service to access their information; librarians should not discriminate against students with disabilities. Furthermore, libraries and librarians nowadays are service-oriented; they give all students access to information without making assumptions about their physical capabilities or information retrieval skills.

Librarians should be aware of the unique requirements of students who are differently abled and should develop extra services for these users. The accessible website should be developed carefully to give other students equal access and opportunity (Nandi, 2021). All users should have access to the library's many resources, including books, e-books, journals, and audio-visual materials. By promoting and marketing the many sorts of content available, librarians should make it accessible to the general public. Marketing could go beyond ICT-based marketing through Facebook, emails, Instagram, and other social networking sites rather than posting on the bulletin board or word-of-mouth.

Some literature related to library services to persons with disabilities students provided findings that can be the basis for interpreting the data to be gathered by the researcher.

The sizeable untapped clientele of academic libraries—to whom more attention is now the concern — includes people with disabilities. The study intended to determine if academic libraries in Ghana's Upper East Region have accommodated people with disabilities by using the International Federation of Library Associations and Institutions' checklist on what makes disability-friendly libraries. The study used a qualitative methodology. The respondents purposefully chosen were from 11 tertiary institutions, with the majority being visually or mobility handicapped, and their interviews provided the data for the analysis. The results show that library staff members are insufficiently knowledgeable about people with disabilities and their right to information access. The study emphasizes the difficulties that disabled people have (Ayoung et al., 2021).

In the study conducted was to determine how satisfied students with disabilities were with Saudi universities' libraries and information services. A descriptive survey approach was adopted. Thirty-five disabled students enrolled at Imam Muhammad bin Saud Islamic University in the Kingdom of Saudi Arabia made up the study sample. Another study was carried out to determine the degree of satisfaction of disabled students with the library and information services in Saudi universities. A descriptive survey approach was adopted. Thirty-five disabled students enrolled at Imam Muhammad bin Saud Islamic University in the Kingdom of Saudi Arabia made up the study sample. Data was gathered on the percentages and frequency of their use by students with impairments using a questionnaire. It was also

found that students with impairments were quite satisfied with the library services. The availability of a private and designated study room, such as computer spaces and chairs suitable for students' needs, was another aspect of the library's physical environmental amenities that were important from the perspective of students with disabilities. Poor ratings were given to the signs (directions) relating to disabilities in the library, their compatibility with the needs of students with disabilities, and the availability of tools and technologies to meet those needs in the library without assistance from others (Smadi, 2022).

Another study analyzed the literature on public library services for people with disabilities written in the first two decades of the twenty-first century and organized it chronologically. The study was to evaluate the current state of public library 8989 services for people with disabilities worldwide. The conclusions drawn from the literature review show that the current situation of public library services for the differently abled could be more encouraging as most public libraries, especially in underdeveloped countries, do not even provide the bare minimum service to this user group. Along with lacking materials and services in other forms, public libraries are physically inaccessible to people with disabilities. Compared to underdeveloped countries, developed countries publish most of the research literature. The published literature also emphasized the need for significant service improvements and additional research on resources and services for communities of people with disabilities (Patil & Kumbar, 2020).

Although some Library and Information Science (LIS) research developing accessible webpages, providing resources for people who have print disabilities, and improving the physical infrastructure of libraries, few studies have considered the perspectives of people with disabilities or attempted to understand how libraries are conceptualizing disability and accessibility, according to Burrows' 2019 study. The results indicate that while academic library staff members are well-intentioned and frequently assist disabled people one-on-one, there is a lack of information regarding accessibility needs and how services and resources may be modified to accommodate more users. The interactions that students have with library employees are generally good. However, they encounter several barriers when accessing the facilities, materials, or information regarding accommodations or accessible services.

Further study was conducted to determine the current resources for impaired users using a survey at a few college libraries in the Jorhat District of Assam, India. Information was gathered from the college libraries' librarians using a structured questionnaire. The libraries were chosen for the study using the convenience sampling method. Data coding and descriptive analysis were performed using Microsoft Excel. The findings also point to a lack of a uniform policy regarding clients with disabilities for libraries at the College. Lack of patron demand, a lack of staff at the library, financial limitations, and the lack of interest from higher authorities are all barriers to providing services for customers with disabilities (Barua & Rahman, 2020).

Technology advancements and partnerships with information technology and computer science groups have allowed library services to extend into new fields, according to a study by Wheeler et al. (2022). New library services made possible by technology can nevertheless be built upon the strong foundations of paying attention to user needs, removing administrative burdens, and saving users' time. Samples of what is currently feasible are given, including services provided to user groups and achievements, setbacks, and difficulties. Although technology advancements have made it possible to improve library services for all user groups, the discussion emphasizes innovative library services that assist the research business. There will likely be additional library services as technology develops. That could include services for compliance and regulation. Libraries may provide sustainable, valuable services for years by

designing them using user feedback to save users time and accelerate their work in conjunction with technological professionals.

Another study conducted to find out how libraries in Malawi can assist those with disabilities. The research design employed a mixed method. Fifty-six participating libraries were sampled for the survey, and fourteen students with disabilities—one from each institution, if feasible—were explicitly selected for interviews. Qualitative research identifies potential obstacles and emphasizes the lack of library and information services available to disabled people. The study found insufficient equipment to facilitate impaired users' access to information and library resources. Most libraries do not provide specific instruction, although they advise acquiring equipment necessary for individuals with disabilities, such as Braille books. Libraries should also implement the appropriate measures to address the barriers and develop or improve the services they offer to persons with disabilities (Chaptula & Mapulanga, 2017). Further study was conducted to explore the different library sections appealingly as part of serving patrons with disabilities, particularly with the aid of an info-board system that is based on a real interior setting. The board will showcase the motivating service approach through success stories of the world's most accomplished and inspirational persons with disabilities, especially those from India. This post will also examine the rules to ensure that the info-board for customers with disabilities is properly designed and contented. Additionally, the article will look for and suggest a list of well-known, successful people with disabilities so that, following the guidelines, an info-board based on the physical interior environment of a library may be designed for the benefit of the library and may greatly inspire the library's disabled patrons (Das, 2019).

The researcher conducted the study to identify the perceptions of the librarians in providing services to students with disabilities and will not focus on the perception of the students on how they could access the available resources, for it was already conducted in the enumerated related literature. Instead, the researcher focused on the different library services needed by students with disabilities as perceived by the librarians, the current library facilities available in providing accessible library, the different disabilities the students have, and action plan proposed based on the CMO 22, series of 2021.

Theoretical/ conceptual framework

This study is anchored on the theory of inclusive education, which promotes the full participation of students with disabilities in mainstream academic settings by providing them with appropriate resources, support, and instructional strategies tailored to their needs.

Libraries and librarians have the chance to uphold human dignity and build meaningful connections with patrons, ensuring the library becomes an inclusive and essential part of their lives. According to Article II, Relationship with Clients, of the Code of Conduct for Licensed Librarians, practitioners must not show prejudice against any library user and are expected to inform the public about available library services (Philippine Librarians Association, Inc.). Students with disabilities, having distinct information needs, require specialized services to achieve full inclusion and to become active contributors to society.

The inclusive education theory encourages general education institutions to adopt teaching methods and provide resources that support diverse learners. It proposes a combination of behaviorism, cognitivism, and constructivism to address the unique needs of each student. Behavior-based strategies identify effective reinforcers for students with learning and behavioral challenges, which is particularly applicable in library settings where students may hesitate to seek help. Cognitivism emphasizes internal mental

processes and guides students in information processing, aligning with the library's role in developing information literacy. Constructivism enhances learning through real-life application, complementing the other two theories by encouraging active engagement in the learning process (Al-Shammari et al., 2019). Librarians may create inclusive programs and services that support a range of learning requirements and enable students to become self-assured, autonomous information users by incorporating these three learning theories.

Additionally, this study is supported by the consumer model of disability, regarded as a rights-based approach, contends that persons with disabilities should have the same access to and rights to products, goods, and services businesses provide. The model recommends integrating access and inclusion practices into all business activities, including websites, policies and procedures, mission statements, emergency plans, programs, and services (Peralejo, 2014). This concept encourages users with disabilities to participate in all company service activities.

Statements of the Problem

This study investigated the perceptions of librarians in offering special library services to students with disabilities in Lanao del Norte and explored the challenges they encounter in implementing the services during the schoolyear 2023-2024.

Specifically, the study answered the following sub-questions:

1. What are the perceptions of librarians in providing services for students with disabilities?
2. What are the current library facilities available to provide accessibility for students with disabilities?
3. What are the different disabilities do students have as per students' affairs records?
4. What are the different library services needed by the students with disabilities as perceived by the librarians?
5. What action plan can be proposed based on the CMO 22 series of 2021?

Significance of the Study

The result of this study is an addition to the body of knowledge in developing and improving library services for persons with disabilities. The study valued the following individuals and groups because they directly benefited from the result of the study.

Administrator. The findings of the study provide school officials important new information about the existing gaps in library services for students with disabilities. It motivates them to take the initiative to modify and put into practice the suggested services listed in the study, which follow the Commission on Higher Education's (CHED) rules and other pertinent policies. Administrators are encouraged by this study to fund staff training, resource creation, and infrastructure upgrades that can increase libraries' accessibility and responsiveness to the various requirements of students. This proactive approach will contribute to the creation of a learning environment that is inclusive and represents the institution's principles of social justice and equality.

Students with a disability. The study makes a substantial contribution to increasing awareness of students with disabilities' rights to use and benefit from specialized library services. It enables students to confidently ask for help from the school library and provides them with a better grasp of the support networks to which they are entitled. They are also better able to advocate for more inclusive services and

resources that can help them succeed academically and grow personally. Additionally, the study confirms their status as equal members of the academic community and recognizes their requirements.

Researcher. Future academics interested in inclusive education, accessibility, and library services will find this study to be a useful resource. It adds to the small but expanding body of literature in this area by laying the foundation for future research into the lived experiences of librarians and students with disabilities. The methods, results, and conclusions discussed here can be expanded upon by researchers to create studies that investigate similar topics like the usage of assistive technology, the application of policies, and user-centered service models in academic libraries.

Librarians. The study provides academic and school librarians with useful information and evidence-based suggestions to guide their work in enhancing or launching library services for children with disabilities. It emphasizes how crucial it is to take the initiative to comprehend these users' demands and implement inclusive practices, such offering assistive reading materials, creating physically accessible areas, and receiving ongoing training. The study challenges librarians to think critically about their existing methods and how they might better serve their academic community. This study serves as a motivator for progress and change, particularly for libraries that do not already offer services or programs for students with disabilities.

Definitions of Terms

The following terms were defined both operationally and conceptually as used in the study:

Academic libraries. This refers to selected academic or school libraries in Lanao del Norte that served as the locale of the research. An academic library is a library that is an integral part of a college, university, or other institution of post-secondary education, serving the information and research needs of students, faculty, and staff.

Differently abled. This term refers to students with disabilities who require specific services and accommodations in the library. Differently abled describes individuals who are physically or mentally restricted in some way but still possess capabilities and potential.

Service. Refers to the assistance, accommodations, and support provided by librarians to students with disabilities in accessing information and using library facilities. Service is the act of helping or assisting others, especially as part of an official role or duty.

Students. Refers to persons with disabilities enrolled in academic institutions who use or need library services. Students are individuals engaged in formal education and learning activities, often within a structured institutional setting.

Special library services. These refer to specific accommodations provided by libraries, such as braille materials, audio resources, ramps, assistive technologies, and personalized librarian support for students with disabilities. Special library services are customized or enhanced services designed to meet the unique needs of user groups, especially those with physical, sensory, or cognitive challenges.

Inclusive education. In this study, inclusive education refers to the library's application of practices that ensure students with disabilities have equal access to resources and services. Inclusive education is an educational approach that integrates students with special needs into mainstream learning environments, promoting equal opportunity and participation.

Chapter 2

Research Method

This chapter presents the research method of the study. It includes discussions on the research design and methods covering the research environment, research participants, research instruments, data-gathering techniques, data analysis and ethical considerations in conducting research.

Research Design

The study used a qualitative methodology to examine the perceptions of the librarians in offering special library services to students with disabilities. A subjective understanding of events was the goal of qualitative research. More crucially, qualitative methods were used since the research aimed to elicit depth and complexity rather than generalizability. According to Merriam (1998), the delimitation makes case study research unique. Merriam defines a qualitative case study as "a thorough, comprehensive account and evaluation of a limited phenomenon like a social unit, program, organization, individual, or process. Merriam outlines the methods and approaches necessary for researchers to effectively employ the collection tools she recommends (Mishra, 2021). For example, she focuses on the following when characterizing interviews as data collecting instruments: features of interviews and offers excerpts from recorded conversations made for case research. To collect the necessary information for the study's goal, the researcher employed an interviewing and observational technique. Furthermore, the observational approach refers to physical facilities for persons with disabilities students.

Research Environment

The study was conducted at the selected schools in Lanao del Norte, the second-largest province in Region 10 and situated in the Northeastern section of Mindanao. The institutions picked were those recognized by the Commission on Higher Education (CHED) or any accrediting agency standards. Furthermore, selected libraries were college libraries and school libraries in higher institutions, excluding universities that have persons with disabilities and students. The researcher thought her research setting was pertinent, for she used to work as a librarian in a CHED-approved academic library.

School Participants 1 is located at the second floor of the administrative building, which is accessible to students, they have ramps at the entrance gate but for the library they don't have one.

School Participants 2 is located at the center campus of the school which is a separate building and don't have second floor as of now. They also don't have ramps, railing and other materials for students with disabilities.

School participants 3 located at the second floor of the old administrative building near at the entrance of the school, they only have wooden stairs

School participants 4 the library is located at the second (2nd) floor of the administrative building. They don't have ramps and railing inside the school and even in accessing the library services.

School participants 5 The library is located on the first floor of the building, near the entrance.

School participants 6 the library is located at the new building of the school where the classrooms is in the separate building, students will have to leave the old building and walk one (1) kilometer away to access the library for now since they are having a renovation, the location of the library is temporarily at the 2nd floor of the new building and currently building a new library that will be located at the third (3rd) floor of the new building. As of now students were using stairs

but as soon as the new proposed library, they will have elevators, and it will be more accessible to students with disabilities.

Research Participants

The study participants were librarians in selected schools and colleges in Lanao del Norte with students with disabilities. The participants also have a deeper understanding of the services they may provide to persons with disabilities students because they are actively involved in meeting their information needs. The following criteria must be met for the researcher to consider a participant: (a) at least one (1) year of work experience as a head librarian, assistant librarian, or member of the library personnel in a school or academic library; (b) school must be CHED-accredited; and (c) the library must have been operational for at least three years.

Research Instrument

The researcher conducted the study using an interview guide and herself as an instrument to collect study data. The researcher formulated interview questions for the interview guide prior to gathering the necessary information. The researcher carefully considered the interview guide question, utilizing the primary research question as a first step. All the data for the analysis was gathered via the critical question. To permit the participants to openly discuss their perception of offering special services to persons with disabilities. Those from the interview guide supplemented the questions in the problem statement. Subsequently, an expert will audit the questions, observations, and recorded analyses to ensure they align with the research study. The preliminary information from the participants' interviews will be assessed and analyzed. The instrument focused on identifying special library services for persons with disabilities to improve their information needs in the library.

Data Gathering Procedure

In gathering the data, the following were undertaken: First, an approval letter was addressed to the academic Libraries in Lanao del Norte with the consent permitted by Saint Columban College, Department of Library and Information Science to conduct the study. Once approved, the researcher conducted the study with an interview guide questionnaire given to the participants personally. The researcher let the participants answer the questions comfortably after gathering the data.

Data Analysis

The researcher used Merriam's (1998) method to analyze the acquired data. Merriam supported concurrent data gathering and analysis because it enabled the researcher to gather relevant data for the project. She contended that if a researcher does not simultaneously collect and analyze data, they may become overwhelmed and frequently gather material that is not focused. This could lead to more precise conclusions not addressing the research questions.

According to Merriam, analysis is the process of making sense of data. Combining, simplifying, and interpreting information from participants and what the researcher has seen and read are all necessary steps in making sense of data.

To identify themes, look for the most frequent responses to questions, and find information and patterns that would help them answer the study questions, the data were assessed using theme analysis. Further, it

went through coding, beginning with open coding, where the initial codes might be as numerous as the researcher deemed appropriate to be given.

Ethical Considerations in Research in conducting Research

In conducting the study, the researcher enforced several ethical considerations.

Informed consent and voluntary participation. The study required much voluntary participation. Also, participants were free to leave the research at any moment without repercussions. Before the study, participants were given a thorough explanation of the complete procedure and goal to acquire their full permission.

Anonymity and confidentiality. Participants' identities were and will not be revealed in the data collection, analysis, and reporting of the study's findings. Further, the data to be gathered were secured and confidential in this study.

Chapter 3

Results and Discussion

This chapter presents the results and discussion of the study on the perceptions of librarians in offering special library services to students with disabilities.

The study findings revealed that librarians encountered several challenges in delivering specialized services to students with disabilities. These results were organized into thematic categories for clearer interpretation and analysis: (a) perceptions of librarians in providing services to students with disabilities, (b) current library facilities supporting accessibility, (c) types of disabilities observed among students, and (d) library services needed by students with disabilities as perceived by the librarians.

Some participant responses were provided in Cebuano and subsequently translated into English for analysis. For confidentiality and consistency, the respondents were identified using the label School Participants (SP).

The Perceptions of librarians in providing services to students with Disabilities

It explores how librarians view their responsibility to meet the needs of students with disabilities in library environments. To implement inclusive practices, meet various needs, and guarantee equal access to resources and services, this research will look at librarians' attitudes, beliefs, and methods. Clarifying librarians' perspectives can yield important information that can be used to develop inclusive practices and improve services for students with disabilities in libraries.

Based on the data gathered through qualitative interviews, the participants' responses regarding their perceptions in providing services for students with disabilities revealed two categories: Developed their capabilities through supportive learning and Inclusive library design: equal access for all.

Developed their capabilities through supportive learning. In addition to being morally required, providing positive learning support to people with disabilities is essential to promoting inclusivity and equality in educational environments. Through specialized assistance and resources, we can help individuals with disabilities reach their full potential, succeed academically, and make valuable contributions to society. In this context, empowering people with disabilities is more than just providing accommodations it is a

dedication to fostering an atmosphere in which each student feels appreciated, encouraged, and equipped to achieve. The following are participants responses:

“it is a positive way to help them, specially in their learning kay ma behind lagi na sila kung kulang ang ilahang ma access in terms of guide sa ilang study. Positive outlook for them specially in their studies or learning, dili pud sila maka cope up just like the other person without disabilities. Maka compete sila..” [it is a positive way to help them, specially in their learning or them to not be left behind. Positive perspective for them, particularly when it comes to their education or learning, they struggle to keep up with other students who do not have disabilities. They can be competitive also.] - SP4

“nindot siya ng mag offer ka og special library services to persons with disabilities kay dili lang baya para sa sakto nga students. Dapat mag offer pud tag services para fair ug dili makaingon na wala nay services para sa amoa.” [To be fair to PWDs, it would be beneficial if we could provide them with specific library services. In Addition, they shouldn't be upset for we already consider services for them.] -SP5

Inclusive Library Design: Equal access for all. This is to guarantee equal access for every person, regardless of their circumstances, talents, or history. We aim to establish welcoming, accessible, and supportive settings for each patron by making inclusiveness a priority in library facilities. This method takes a comprehensive approach that considers a range of demands, preferences, and viewpoints in addition to the physical infrastructure. In addition to providing fair access to resources and information, inclusive library design gives all users a feeling of empowerment and belongingness. Libraries have the potential to be a key player in promoting diversity and social fairness in our communities through careful planning and execution. This is evident in the following statements:

“I am looking to that noh? Maybe if we have none allied sciences like education, business any course but not medical courses. PWDs will take that course and we have equal services. Since we are planning to build a new library new building then the library will be at the 4th floor then it will be have an elevator, if we have PWD they can use elevator when they come to the library and all in my mind.” -SP6

“para fair sa tanan mag provide tag access na mas dali nila magamit ang library.” [to be fair to all we should Provide accessible library for PWDs.] -SP2

Furthermore priority must be given to enhancing librarians' knowledge and abilities in serving people with impairments. Individuals with disabilities require certain services in addition to particular care. Interviews provided the data for the analysis. Library employees lack adequate understanding of individuals with disabilities and their right to access information. (Ayoung et al., 2021). Some of the participants' responses were:

"Unprepared, mi ana, but we have our clinic. Kulang kog training, wlaa koy capacity on how to handle especially nay mga special illnesses na mga bata.” [I was unprepared for that particular case because I lacked the necessary knowledge and competence to handle such unusual ailments.] -SP4

"Just like me, wala ko naka attend of other seminars, so I do not have proper knowledge of how to handle them. Siguro naa koy basic pero I am not that expert in come to serving those kinds of patrons," [Just like me, I did not have attended seminars regarding handling PWDs, so I do not have the proper knowledge or I have only basic knowledge expert in come to serving those kinds of patrons] -SP3

"Specially training for librarians, we are not used to these special services. We have no special training for the PWDs. We seldom conduct training specialized to these people." -SP6.

Although participants have a lack of expertise in dealing with students with disabilities they still consider it in a positive way cater to the needs of the students with disabilities to boost their confidence and the feeling of belongingness in the library. The following were common responses among participants.

"it is a positive way to help them, specially in their learning kay ma behind lagi na sila kung kulang ang ilahang ma access in terms of guide sa ilang study. Positive outlook for them specially in their studies or learning, dili pud sila maka cope up just like the other person without disabilities. Maka compete sila." [it is a positive way to help them, specially in their learning for them to not be left behind. Positive perspective for them, particularly when it comes to their education or learning, they struggle to keep up with other students who do not have disabilities. They can be competitive also.] -SP4

"nindot siya ng mag offer ka og special library services to persons with disabilities kay dili lang baya para sa sakto nga students. Dapat mag offer pud tag services para fair ug dili makaingon na wala nay services para sa amoa." [To be fair to PWDs, it would be beneficial if we could provide them with specific library services. In Addition, they shouldn't be upset for we already consider services for them.] -SP5

"we have equal services. Since we are planning to build a new library new building then the library will be at the 4th floor then it will be have an elevator, if we have PWD they can use elevator when they come to the library and all in my mind." -SP6

"para fair sa tanan mag provide tag access na mas dali nila magamit ang library." [to be fair to all we should Provide accessible library for PWDs.] -SP2

The Current Library Facilities Available to Students with Disabilities

To ensure that students with disabilities have equitable access to educational materials and opportunities, an evaluation of the current library facilities that cater to their needs is necessary. Through an analysis of accessibility elements including ramps, elevators, assistive devices, and study areas, we hope to determine the degree to which these spaces make it easier for people with disabilities to navigate and use them. The primary objective of this inquiry is to pinpoint opportunities for advancement and novelty, with the aim of augmenting inclusion and eliminating obstacles to education in library settings. The following were common responses among participants.

"naa toy last time nag monitor ang CHED giingnan lagi ko na dapat naa koy ramps for PWDs. Akoa man gud kay purley siya na hagdanan. Mao pud akong gi proposed sa admin pero as of now dili pa priority. Then so far wala pa mi pwd na bakol, buta. Wala. Siguro basin isa pud na na pamaagi na hatagan sa administrator." [The last time CHED came to monitor us, they insisted that I have ramps for people with disabilities. We only have stairs to enter the library, and although I have already suggested this to our administrator, ramps are not currently priority in our school because there are no students who are visually or physically disabled. Maybe that's one of the reasons we didn't recognize their needs.] -SP4

"in their behalf hindi sila gusto na they want to treat different from the others knowing that their having this kind of disabilities. So for us also para walang discrimination towards to them if there is services to normal students yun din sa kanila for them to boost their confidence that the library in charge is treating

them equally. However if there are needs talaga na hindi na nila makaya they can approach us naman like sa pagkuha ng mga libro ng mag reference , pag use sa mga computers, pag use ng mga other services dito sa office we can offer naman but as much as possible for them kasi they want also na equal yung treatment ba parang hindi nila gusto na the treatment is different from the normal students.” [on their behalf they don't want to be treated differently from the others knowing that their having this kind of disabilities. So for us also so that there is no discrimination towards them if there is services to normal students that is also theirs for them to boost their confidence that the library in charge is treating them equally. However if there are really needs that they can no longer afford, they can approach us like getting reference books, using computers, using other services here in the office we can offer but as much as possible for them because they also want the treatment to be equal, it seems they don't want the treatment to be different from the normal students.] -SP1

“Our course offering is allied courses like nursing medtech, pharmacy. But if there is there are students with PWD we will treat them equally all their needs like some negative thoughts, we have no ramps for PWD students we need to use wheelchairs as of now we have no ramps” -SP6

The research participants' testimonies revealed similar problems that affect all libraries. Although librarians are eager to help those with disabilities, several obstacles must be overcome in order for them to use the library's facilities, accommodations, or accessible library services (Burrows, 2019). The following were common responses among participants.

“in my opinion I think PWD students needs ramps, railing in accessing the library services.. Aside from that they need materials just like braille's for those eye impaired and for those mga bungol I think they need other kind of materials special materials for them. Librarian assigned patron should be patient sometimes some PWD are very hard to understand. hindi mo sila pwedeng pagalitan, more understanding yes.” [in my opinion I think PWD students needs ramps, railing in accessing the library services. needs proper ramps and railing so they can access library. Aside from that they need materials just like braille's for those eye impaired and for those deaf I think they need other kind of materials special materials for them. Librarian assigned patron should be patient sometimes some PWD are very hard to understand. You can't scold them like the other normal patrons so you have to be patient with them, more understanding yes.] -SP3

“Siguro maam naa kay service para sa person with disabilities kanang para gyud sa ilaha ug provide an pud sila ug ramps, dayon aside ana, audio books sa blind katong braille books.” [Perhaps we should provide services that are specifically meant for people with disabilities. Ramps, audio resources, and braille literature for the blind should all be available.] -SP5

The replies above reflect their feelings about experiencing similar issues with the building's physical infrastructure, mainly if the library is located on a different floor or is not centrally located. Higher education institutions have paid little attention to special facilities for persons with disabilities other than maintaining departments that provide academic programs on teaching and managing students with special needs (Twaambo et al., 2022).

Lack of support for library management is a factor despite librarians' strong desire to see libraries grow in terms of services and facilities. We cannot disregard their support, even though financial constraints constrained their desire to construct libraries, and we must consider that the participants are employed in private organizations.

“Mao pud akong gi proposed sa admin pero as of now dili pa priority. Then so far wala pa mi pwd na bakol, buta. Wala. Siguro basin isa pud na na pamaagi na hatagan sa administrator.” [We only have stairs to enter the library, and although I have already suggested this to our administrator, ramps are not currently the priority in our school because there are no students who are visually or physically disabled. Maybe that is one of the reasons we did not recognize their needs.] -SP4

"Another thing is if you have fewer materials, like, for example, the admin is not supportive with the library or halimbawa kulang young ramps mo, you ask the admin, but they cannot provide you agad agad so yung patrons mo they have to wait." [Another thing is if you have fewer materials, for example, the admin needs to be more supportive of the library. Ramps, for example, are insufficient; you have already asked your administrator about this, but they must wait to provide it. Patrons with disabilities must wait till the infrastructure is ready.] -SP3

“Nay mga problema sa admin, sa students saba kayo.” [This is some problem with the admin. Students are very noisy] -SP2

“I am fine, I am great especially ang akong administrator is mo support library unsa akong e-improve hinay hinay atleast naa.” [I am fine, I am great, especially thanks in particular to our administrator who has been supporting the library's gradual improvement—at least something is happening!] -SP4

Financial constraints, a shortage of library employees, and a lack of interest from higher authorities are all obstacles to offering services for patrons with disabilities (Barua & Rahman, 2020). When it comes to finances, all libraries share similar feelings. This is especially true for private institutions where the budget for the library is constrained, and librarians cannot use the entire amount for facilities or additional resources because there are so many other things to consider, for instance, facilities, books per semester, supplies, etc.

The Disabilities Students Have Librarians identify students with neurological problems like epilepsy, autism, and underdeveloped hands based on observation, and some school participants have students with disabilities like those who need crutches for leg limitations. The registrar's office also acknowledged those with disabilities. The following are participants statements:

“as of now, we have no PWD students because offer allied sciences, students with PWD we will treat them equally. , we have no ramps for PWD students we need to use wheelchairs as of now, As of now we have no interest with these persons.” -SP6

“those PWDs students I had encountered actually ambot nabilang ba siya sa PWD? Kuwan naa siyay special child? Naa toy time na naa siya sa library dayon dili pa mi aircondition. Init ang panahon dayon naa ko second floor, and nahitabo to niya kay natulog siya dayon wala ko kabalo na nay deperensiya naa siyay epileptic ni shagit siyag kalit pag syagit niya didto gi atake siya sa iyang sakit so wala ko kabalo

unsa akong buhaton since dili ko prepared.” [Among those PWDs, I had actually met one who qualified as such because he suffered from epilepsy. He had visited the library once, and since it was on the second level of the building and didn't have air conditioning at the time, it was very hot. He was sleeping at the library when all of a sudden he yelled, and since I wasn't ready for that kind of situation, I didn't know what to do at the time.] -SP4.

“Wala pa man ko ka encountered. Naakoy nakit an isa pero wala siya nakasulod sa library. Dati sa among school naa mi studyante sa una as in both legs wala naka wheelchairs so amoa ran na lang siya sa entrance. Didto gaagi ra ramps.” [I haven't encountered, I did see one person with disability but did not enter the library. Previously, at my former job, we had a student who is physically impaired in both legs so the person is in a wheelchair. Because of the ramps, he or she may now easily access the library every time they visit.] -SP2.

Increasing the personal communication experiences of both individuals with disabilities and those without is currently the most important sociopsychological tool available to improve inclusive education (Al-Shammari Z. et al., 2019; Sorokoumova et al., 2022). The importance of attending seminars and training in meeting the needs of persons with disabilities was stressed by the participants, who acknowledged that they lacked these skills but had not yet heard any topics with these.

The Different Library Services Needed by The Students with Disabilities as Perceived by the Librarians

To understand the unique requirements and preferences of students with disabilities in using library resources and services, it entails examining the viewpoints and insights of librarians. To guarantee fair access and support for every student, this may entail considering factors like physical accessibility, specific materials, assistive devices, and individualized help.

The participants' responses regarding the different services needed by the students with disabilities as perceived by the librarians revealed two categories: Enhance library access with specialized service to students with disabilities and adopt digital trends and encourage the use of technological resources.

Enhance library access with specialized service to students with disabilities. Improving student access to libraries means putting in place specific tailored their needs. These programs are designed to ensure fair access to library materials and facilities while addressing a variety of accessibility issues. The following were the common responses from the participants.

"Aside from that, they need materials just like brailles for those eye impaired, and for those mga bungol, I think they need other kinds of materials special materials for them." [Aside from that, they need materials just like braille's for those eye impaired, and for those deaf, I think they need other kinds of materials special materials for them.] -SP3

“special day na e cater sila or maghimo tag programs na magpa encourage sa ilaha or ipasabot sa mga normal studentas that they really are in need attention more than others. So dapat kanang mag normal students they have to give way, if nagdali sila so they have to understand na mas kailangann tong PWDs. seminars or programs activities na makapag promote na dapat e kuan gud ang mga PWD.” [special day to cater PWDs in their information search; to encourage them to use library and inform normal students that

PWDs needs special services for them to be aware; programs, activities and even seminars to promote or cater PWDs in their information needs.] -SP3

According to the participants, there must be more resources available to help people with disabilities get the information they need following their limitations. Braille books, audio materials for blind people, video cassettes, CDs for people who are deaf or hard of hearing, and extra space and chairs specifically for their usage are examples of additional resources. In addition to assistive technologies and accommodations like ramps and accessible workstations. Libraries may effectively help students with disabilities in their academic aspirations and build a more inclusive and accessible learning environment for all by giving priority to the creation and implementation of these specialized services.

Adopt digital trends and encourage the use of technological resources. To optimize performance and maximize effect, adopting digital trends also means keeping up with developing technologies and proactively incorporating them into workflows or practices. The proactive adoption of digital innovations to promote development, and provide connectivity. Individuals with disabilities desired resources such as talking computers, braille books, and electronic literature, largely unavailable from their libraries (Chaptula et al., 2016). This is evident in the following statements of the participants:

“dali lang ilahang pag access sa library, siguro kung incapable na maglisod gyud sila especially sa akua sa 2nd floor maglisod gyud. Much better kung nahatagan nako nila ug electronic collection na pwede nila ma access bahala naa sila sa bahay. We have electronic collection pero ang problem pud lagi dili ma picture out kung unsa ang lib diba kung dili maka anhi? Siguro special nako na service as of now mahatagan nako sila ug digital or electronic collection nako na makatabang sa ilahang study.” [The library's resources and services are easily accessible. It would be much better if we could give them access to electronic materials that they could use from home if they are having trouble finding the library. Their inability to conceptualize what a library is, is the only issue. A potential special library service for them would be to use an electronic or digital collection as a study guide.] -SP4

“Siguro maam naa kay service para sa person with disabilities kanang para gyud sa ilaha ug provide an pud sila ug ramps, dayon aside ana, audio books sa blind katong braille books.” [Perhaps services for people with impairments should be given priority. Provide braille books, audiobooks, and ramps.] -SP5

“they can use and avail our services in the library even if they did not come to the library. Because now adays we have electronic library, we have our electronic collection that they can use, another even if they are at home so as the trends now we have the trends, paperless more on electronic you can use cellphones, laptops, as well as the internet. They can use these services, access our databases, electronic books they can avail.” -SP6

The comments above demonstrated the participants' experience of not finding information tailored to their disabilities. Although they can only provide electronic books for students at home, several schools already see the need for these resources. However, digital or electronic resources would be insufficient. Some underdeveloped libraries do not offer the bare minimum of services to their user population and need more resources (Patil & Kumbar, 2020).

“Usahay man gud kanang gamay lng ang ma e offer mo sa imong mga patrons so murag its not enough, minimum is not enough so dapat unti unti imong e complete para wala nay maistorya imong patrons. Just like any other library collection dapat equal pud imong collection para sa PWDs.” [Sometimes, the minimal services we can provide them with are insufficient. The minimum is not enough. Like other libraries, our collection must be sufficient to accommodate PWDs.] -SP3

“Sa library nay isa ka section or isa ka area para gyud na sa mga blind, kay if muanhi sa library wala koy braille or dili libro pag open nimo mubasa siya sa iyang kaugalingon paminawon nalang niya wala ko ana. Complete for them.” [What if they came to the library and neither audio books nor braille were available?] -SP4

Technological advancements and collaborations with computer science and information technology groups have allowed library services to expand into new fields. Nonetheless, focusing on user needs can serve as a solid foundation for new technology-enabled library services (Wheeler et. al., 2022). Participants recommended extra services in addition to e-resources, such as special days and priority lanes for people with disabilities, where regular students yield to these users. They let them use the designated day for information needs.

Chapter 4

Summary of Findings, Conclusion, and Recommendations

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

Summary of Findings

This study investigated the perceptions of librarians in offering special library services to students with disabilities in Lanao del Norte and explored the challenges they encounter in implementing the services during the school year 2023-2024. Below is the summary of findings:

1. What are the perceptions of librarians in providing services for students with disabilities

The perceptions of librarians in providing services for students with disabilities were the following: they recognize the importance of behavior-based inclusive education strategies and support offering tailored services to students with disabilities as part of equal access advocacy. However, they face challenges due to limited resources and funding, making it difficult to meet the expected service levels and infrastructure needs, despite being aware of CHED's recommendations and the minimum standards for academic libraries.

2. What are current library facilities available to provide accessibility for students with disabilities?

The current library facilities available to provide accessibility for students with disabilities were the following: most librarians agreed that libraries should be accessible to all, including those with disabilities, but noted a lack of key infrastructure such as ramps and railings, which they identified as urgent needs for improving accessibility.

3. What are the different disabilities do students have as per students' affairs records?

The different disabilities students have as per students' affairs records were the following: while records showed no officially enrolled students with disabilities, librarians reported encountering individuals with physical disabilities, such as those using crutches, and students with neurological conditions like epilepsy, often identified through observation or confirmed by the registrar's office.

4. What are the different library services needed by the students with disabilities as perceived by librarians?

The different library services needed by the students with disabilities as perceived by librarians were the following: specialized resources such as audio, video, and braille materials; priority assistance for quick information access; and increased availability of e-resources. While librarians agree that libraries should be accessible to all, including those with disabilities, the lack of budget and administrative support limits their ability to provide these essential services.

5. What action plan can be proposed based on CMO 22, Series of 2021?

See Appendix B, p. 46.

Conclusion

Based on the findings, the researcher concluded that school librarians are fully aware of the need to provide inclusive and specialized services for students with disabilities, recognizing their role in ensuring equal access as part of the rights-based consumer model of disability. However, despite their willingness and recognition of the importance of such services, their ability to deliver effective support is hindered by factors such as inadequate infrastructure, limited financial resources, and insufficient training or experience in addressing the unique needs of these students. Most librarians identified e-resources as the primary service they can offer, while expressing a strong desire for additional training and institutional support to enhance their service delivery.

Recommendations

Based on the findings and conclusion of the study, the following are recommended:

1. Adequate and proper facilities such as ramps and railings are recommended to ensure easy access to the physical location of the library for students with disabilities, in accordance with CHED Memorandum No. 22, s. 2021 on minimum requirements for academic libraries.
2. Additional resources like braille, audio, and video materials may be made available to address various impairments, even in the absence of currently enrolled students with disabilities.
3. The Association of Librarians and similar organizations are encouraged to conduct training and seminars on effectively assisting students with disabilities in meeting their information needs, while librarians are expected to communicate to administrators the importance of offering specialized services based on observed needs.
4. The administrators are expected to demonstrate openness and support in recognizing and addressing the needs of students with disabilities.

References

1. Agbon, A.D. & Mina, C.D. (2017). School participation of children with disability: the case of San Remigio and Mandaue City, Cebu, Philippines, PIDS Discussion Paper. Philippine Institute for Development Studies. <http://hdl.handle.net/10419/211019>
2. Al-Shammari, Z., et.al. (2019). Theories-based inclusive education practices. *EducationQuarterly Reviews*, 2(2), 408-414 <http://doi.org/10-3.1014/aior.1993.02.02.73>
3. Ayoung, D. A., Baada, F. NA. & Baayel, P. (2021). Access to library services and facilities by the person with a disability: insights from academic libraries in Ghana. *Journal of Librarianship and Information Science*, 53(1), 167-180. <http://doi.org/10.177/0961000620917723>
4. Barua, N. & Rahman, Z. (2020). Library services and resources for the patrons with disabilities: a study in selected College Libraries of Jorhat District of Assam, India. *Library Philosophy and Practice*. <http://digitalcommons.unl.edu/libphilprac/4703>
5. Burrows, C. (2019). Accessibility and academic libraries: a comparative case study. *Western Graduate & Postdoctoral Studie*, 3(14). <http://ir.lib.uwo.ca/etd/6114> Vonne, F. (2023, March 15). CMO No. 22 s. 2021-Requirements for Library of HEIs common to all programs. <http://studylib.net/doc/25676854/cmo-no.-22-s.-2021---requirements-for-library-of-heis-com...>
6. Chaptula, A. & Mupalanga, P. (2017). Provision of library services to people with disabilities in Malawi. *South African Journal of Libraries and Information Science* 82(2), 1-9. <http://sajlis.journals.ac.za> DOI: 10.7553/82—1619
7. Das, S. (2019). Library aesthetics for differently-abled patrons: an Info-Board based interior environment of the most famous differently-abled personalities as success. <http://www.researchgate.net/publication/337334365>
8. Karaca, A. (2022). Recent trends, applications, and suggestions in education. IgitimPublishing. <https://www.researchgate.net/publication/365891930>
9. Farooq, T. & Manzoor, S. (2021). Library services for students with disabilities: barriers and the way forward. *Library Philosophy and Practice* <http://digitalcommons.unl.edu/libphilprac/6720>.
10. Mishra, S. (2021). Dissecting the case study research: Stake and Merriam Approaches. *Case method for digital natives: Teaching and Research*. Bloomsbury, India. <https://www.linkedin.com/pulse/dissecting-case-study-research-stake-merriam-approaches-ajoy-k-dey>
11. Mohapatra, N. (2018). Access to information and library services for users with disability. *Marching Beyond Libraries: managerial and technological competencies*. Overseas Press India . <http://www.researchgate.net/publication/335465980>
12. Nandi, A. (2021). Equitable library service for the differently abled user. *International Journal of Innovative Science and Technology*, 6(3). National Council on Disability Affairs. Batas Pambansa Blg. 344. <https://www.ncda.gov.ph/disability-laws/batas-pambansa-blg-344/>
13. Patil, R. R. & Kumbar, B. D. (2020). Public library services for differently-abled persons: a literature review with a global perspective. *Journal of Indian Library Association*, 56(1). Professional Regulation Commission of the Republic of the Philippines. Code of Ethics for Registered Librarians. <http://www.ifla.org/files/assets/faife/codeofethics/philippines.pdf>.

14. Peralejo, E. R. (2014). Library services and resources for people with disabilities (PWDs).http://web.nlp.gov.ph/nlp/sites/default/files/20Mar2014/Library%20resources%20and%20Services%20for%20PWDs%20-%20peralejo_0.pdf
15. Philippine Librarians Association, Inc. Code of Ethics for Registered Librarians. International Federation of Library Associations and Institutions (IFLA). Retrieved from www.ifla.org/files/assets/faife/codesofethics/philippines.pdf. Accessed 15 May 2025.
16. Reitz, J. M. (2002). ODLIS: Online Dictionary of Library and Information Science. WCSULibrary.https://www.academia.edu/36893276/Dictionary_of_library_and_information_science
17. Smadi, O.Y. (2022). The satisfaction level of students with disabilities with library and information services. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*, 10(2), 436-457. <http://doi.org/10.46328/ijemst.2352>
18. Sorokoumova, E.A., et.al. (2022). Quality management of inclusive education at the present state. *Semiotic Studies*, 2(4), 82-90. <http://doi.org/10.18287/2782-2966-2022-2-4-8290>
19. Technical Education and Skills Development Authority. (2020). Labor Market Intelligence Report. Enabling the disabled social equity for all. Issue no. 1. <https://www.tesda.gov.ph/Uploads/File/LMIR%202020/LMIR%20Issue%20No.%201,%20s.%202020-%20Enabling%20the%20Disabled.pdf>
20. The Official Webster's English-Filipino Dictionary with Thesaurus (2017). Philippines: WSPacific Publication Inc.
21. Toquero, CM. D. (2020). Inclusion of people with disabilities amid COVID -19: Laws, Interventions, Recommendations. *Multidisciplinary Journal of Educational Research*, 10(2), 158-177. <http://doi.org/10.4771/remie.2020.5877>
22. Twaambo, E., Makondon, F. N. & Dhamdhare, S. (2022). Library services and facilities for differently-abled students in higher Education. IGI Global Publisher. <http://doi.org/10.4018/978-1-7998-4736-6.ch010>.
23. Wheeler, T. R., Delgado, D., Albert, P. J., Ben Maamar, S., & Oxley, P. R. (2022). Transforming and extending library services by embracing technology and
24. collaborations: a case study. *Health Information & Library Journal*, 39(3), 294-298. <http://doi.org/10.1111/hir.12439>

Appendix A-(Interview Guide Questions)

A. Engaging Questions

1. How are you today?
2. How was being a librarian?
3. How was your relationship with your users and officemates?

B. Exploratory Questions

Central Question: How do the librarians describe their perceptions in offering special library services to students with disabilities?		
Sub Questions	Descriptive Questions	Probing Questions
1. What are the students with disabilities' perceived needs in accessing library services?	What do you think are the needs of your students with disabilities in accessing library services?	How did you consider these as their need/s? How crucial is it to help persons with disabilities obtain the information they need in terms of available library services?
2. What are the possible special library services for persons with disabilities?	What are your possible special library services for persons with disabilities?	What will be your considerations in conceptualizing the special library services for the PWDs? How essential it is to conceptualize special services to PWDs?
3. What are the perceptions of offering special services to persons with disabilities?	What are your perceptions of offering special services to persons with disabilities?	What are your perceived advantages and disadvantages in offering special services to PWDs? What training for librarians will be required to assist PWDs with their information needs?

A. Exit Question


1. Is there anything you want to add about the offering of special library services to persons with disabilities?

Appendix B- Action Plan


Program/Activity	Objectives	Activities	Resource Needed	Persons Responsible	Timeline	Success Indicators
Physical Facilities Enhancement	To provide users with additional facilities such as ramps and railings for easy access to the library	Installation of ramps and railings	P 150,000.00	Administrators	2024-2026	Installed ramps and railings
Improved Library holdings	To provide users with additional resources such as braille books, audio books and other materials tailored to their disabilities	Procurement of special type of materials tailored to their disabilities	P 25,000.00	Administrators Librarians Library Personnel	2024-2026	Acquired special types of materials tailored to their disabilities
Improved Library Service for Students with disabilities	To provide additional service for students with disabilities for easy retrieval of information in the library	Develop a service to assist them (i.e. priority lane, special day to cater their needs, etc.)	-	Administrators Librarians Library Personnel	2024-2026	Availed the services provided
Enhancement Trainings/ Seminars	To acquire necessary knowledge in dealing with	Attend seminars/ trainings conducted	P 20,000.00	Administrators Librarians	2024-2026	Applied the acquired knowledge

	students with disabilities in their information needs	by different organizations on assisting students with disabilities		Library Personnel		e in the trainings and seminars
--	---	--	--	-------------------	--	---------------------------------

Appendix C-CHED CMO, no. 22, s. 2021



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER (CMO)
No. 22
Series of 2021

SUBJECT: MINIMUM REQUIREMENTS FOR LIBRARIES OF HIGHER EDUCATION INSTITUTIONS COMMON TO ALL PROGRAMS

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and Republic Act No. 9246 otherwise known as the "The Philippine Librarianship Act of 2003", and by virtue of the Commission en banc No. **927-2017** dated **December 4, 2017**, a set of minimum requirements for libraries of higher education institutions (HEIs) common to all programs, necessary to harmonize and standardize the different library requirements stipulated in the PSGs of all programs to have a common interpretation of said requirements by all stakeholders, is hereby adopted and promulgated by this Commission.

All types of schools under the three horizontal typology of HEIs, both in the highly urbanized areas as well as in the geographically isolated and disadvantaged areas, were considered in the preparation of this set of requirements. All institutions are encouraged to go beyond the minimum requirements to be able to adjust to the needs of the 21st century learners and educators in an ever-changing technological society. This will further improve the status and/or standards of the HEIs in terms of programs, resources and services. Moreover, libraries will become more responsive to the requirements of online teaching and flexible learning modalities.

With ICT applications, libraries shall be re-defined, re-structured, and re-designed to be relevant and responsive to flexible learning modalities and modern educational needs. Libraries need to shift their collections and services to online medium and in electronic/digital formats. Consequently, librarians shall be competent, proactive, and flexible in managing their libraries by adapting to the global changes in the areas of information aggregation, curation, and dissemination.

Section 1. Vision, Mission, Goals and Objectives (VMGO)

The library of an HEI shall have an explicit statement of its vision, mission, goals, and objectives in conformity with the institution's VMGO to serve as the framework for performing its role, functions, and responsibilities. It shall be visibly posted within the library premises and published in the library website.

Section 2. Administration

a. The supervision of the library shall be clearly defined within the organizational structure of the institution and shall be under the head of the institution or designated representative.

Higher Education Development Center Building, C.P. Garcia Ave., UP Campus, Diliman, Quezon City, Philippines
Web Site: www.ched.gov.ph Tel. Nos. 8441-1177, 8385-4391, 8441-1169, 8441-1149, 8441-1170, 8441-1216, 8392-5296, 8441-1220
8441-1228, 8988-0002, 8441-0750, 8441-1254, 8441-1235, 8441-1255, 8411-8910, 8441-1171, 8352-1871

- b. The library shall be administered by a licensed full-time head librarian with the following qualifications: 1) a Master's Degree holder in Library and Information Science or any related field; 2) a member of accredited professional organization; and, 3) with at least two (2) years of library-related supervisory experience.
- c. For HEIs having several campuses, the presence of a licensed full-time librarian for each campus shall be based on librarian-student ratio as provided in Section 3 a.2 of this CMO.
- d. The library shall have an advisory committee to assist the Head Librarian on matters pertaining to collection development and use. It shall be composed of designated representatives of the different colleges/departments and the student council/organization.
- e. The library shall formulate a development/strategic plan to ensure continuous improvement of programs, resources and services.
- f. The conduct of research to improve library and information services and operations shall be institutionalized.
- g. The library shall have an updated manual of policies and procedures on its operations for both face-to-face and online.
- h. An in-house evaluation of library programs, resources, services and personnel shall be conducted annually (e.g. library surveys, client/customer satisfaction surveys).

Section 3. Human Resources

- a. The library shall have an adequate and qualified personnel for quality library and information services for face-to-face and online services.
 - 1. The number of personnel shall be based on the user population, size and scope of collection, services offered, service hours, physical facilities, and programs for the implementation of online teaching and flexible learning modalities.
 - 2. Ratio of licensed librarians and support staff shall vary depending on the size of user population:

Ratio	Minimum Requirement
For 1,000 and below user population (combined students, faculty and staff)	At least one (1) full-time licensed librarian and at least one (1) full-time support staff

For every additional 3,000 user population or a fraction thereof	At least one (1) additional full-time licensed librarian and at least three (3) additional full-time support staff to implement the face-to-face and online professional services and activities of the library
---	--

Note: Student assistant/s may be an augmentation to provide the necessary support services. However, the number of hours rendered by student assistant/s should be equivalent to the number of hours rendered by the required number of full-time support staff.

b. The qualifications of library personnel shall be as follows:

1. Librarians

The librarians shall have the required valid license and are members of the accredited professional organization.

2. Support Staff

The support staff are the paraprofessionals who are non-licensed and holders of any Bachelor's degree as well as graduates of grade 12 and associate degree programs.

c. The institution shall have a continuous library personnel development program to promote career progression and specialization.

Section 4. Collection Management

a. Selection and Acquisition

1. The selection of library resources, both print and electronic, including textbooks, shall be undertaken by the faculty in collaboration with the librarians not violative of the Intellectual Property Code.

2. The acquisition of library resources, both print and electronic, shall be the responsibility of the librarians.

3. The HEI shall have the right to prescribe its textbooks and other instructional materials in print and/or electronic formats.

4. The library shall have a written collection development plan/policy to specify the acquisition strategies, ratio of progressive development of both print and electronic resources to support research and instruction, including online teaching and flexible learning modalities. The plan/policy shall be prepared in consultation with the Library Advisory Committee and approved by the administration.

5. A periodic evaluation of existing collection of print and electronic using various approaches/tools shall be conducted.

6. A regular weeding or deselection program shall be undertaken to keep the collections of print and electronic relevant and up-to-date.

b. Library Holdings

1. For newly-established institution, the start-up total library book collection shall be at least 3,000 titles. In the granting of government recognition, the total book collection shall be at least 5,000 titles. These titles shall be in a combination of print and electronic formats. The ratio of the print and electronic resources shall be determined by the institution based on its modalities of flexible learning strategies and may be augmented/supplemented with materials from open educational resources (OER) as determined by curators composed of faculty and librarians. For easy monitoring, these resources shall be listed/recorded and be made available in any discovery tool or an online public catalog.

2. To promote Philippine arts, culture and local history materials, the library shall maintain Filipiniana resources, both print and electronic formats, equivalent to ten percent (10%) of the current total collection. Acquisition and usage shall be monitored through the library system, both manually and electronically.

3. Adequate, relevant, and current resources, both print and non-print, shall be provided to support general education subjects.

4. For each undergraduate program offering, the library shall provide five (5) relevant book titles for each major subject published within the last five (5) years, in combination of print and purchased electronic formats, the ratio of which shall be determined by the institution. For subjects that do not normally come out with new edition/book titles, the required recency of publication of five (5) years may be waived.

5. For each graduate program offering, the library shall provide additional five (5) relevant book titles for each specialized discipline offered under the program, published within the last five (5) years, in a combination of print and purchased electronic formats, the ratio of which shall be determined by the institution. At least one (1) of the five titles is published by a foreign reputable academic pres. (Refer to CMO No. 15, series of 2019).

6. For reserve and frequently used books, at least one (1) copy, both print and electronic, shall be provided. Only one (1) copy, either print or electronic, shall be acquired for books that are not to be put on reserve or not frequently used.

7. A periodical collection composed of local and foreign titles shall be provided by the library. The minimum periodical titles shall be at least fifty (50), in combination of print and electronic formats, the ratio of which shall be determined by the institution.
 8. For each undergraduate program, at least three (3) titles of professional journals, local and foreign publications, in combination of print and electronic formats, shall be subscribed to, the ratio of which shall be determined by the institution.
 9. For each graduate program, at least two (2) peer-reviewed professional journals or internationally-refereed journals shall be subscribed to in addition to the three (3) undergraduate journal titles, in combination of print and electronic formats determined by the institution. Subscription or access (through a consortium, interlibrary basis) to electronic databases of international and reputable journals indexed in internationally recognized indexes of scholarly journals shall be institutionalized to maximize the use of electronic databases (Refer to CMO No. 15, series of 2019).
 10. Non-print/audiovisual materials and electronic/digital resources shall be made available.
 11. Special collections, including theses and dissertations in print and electronic formats, and relevant multimedia, in compliance with the Intellectual Property Code, shall be made available to meet the requirements of the various programs and courses offered.
 12. For institutions with satellite campuses, the minimum requirements for professional holdings for both undergraduate and graduate programs shall be maintained in the said campuses. Sharing of electronic/digital resources from the main to the satellite library or among system-schools or consortia shall be institutionalized to maximize the use and benefits of electronic resources and justify acquisition and maintenance cost.
 13. Local Universities and Colleges (LUCs) may share resources with the city/provincial libraries in their localities. Relevant library collection of the city/provincial libraries shall be counted in compliance with the library collection requirements in this CMO.
- c. Organization
1. The library collection shall be organized to ensure efficient identification and retrieval. It shall be cataloged, classified and/or indexed according to accepted standards of bibliographic description and system of classification.
 2. An online catalog or a discovery tool shall be made available for easy access to available resources.

3. The creation of bibliographic records shall conform to international metadata standards, such as MARC21 or Dublin Core, for standardization.
4. For purposes of identification, all printed library collections shall be stamped with the name of the HEI, together with the campus owning the collection.

d. Preservation

1. Preventive measures to protect and preserve the collection shall be undertaken.
 - 1.1 The library shall have policies on security and control as safeguards from damage, loss, mutilation and theft.
 - 1.2 A disaster preparedness, response, and recovery plan for the collection shall be formulated and implemented. The plan shall include microfilming and digitization of special/archival collections.
 - 1.3 Proper environment conditions shall be maintained and good housekeeping practices shall be implemented.
2. First aid treatments (e.g., mending torn pages, erasing unnecessary writings, binding, etc.) to conserve damaged and deteriorated materials shall be implemented in accordance with existing standards and accepted practices for conservation. Basic treatments (e.g., washing, de-acidification, humidification, etc.) shall also be considered.
3. Library personnel shall attend training programs on preservation and conservation, including disaster preparedness, response, and recovery, to equip them with knowledge and skills to preserve library collections.

Section 5. Services and Utilization

- a. The library shall provide a variety of services and tools to support the teaching, research, and extension programs/services, including online teaching and flexible learning modalities of the institution. These shall include, but not limited to the following to be conducted face to face or online:
 - i. Reference and information services
 - ii. Library instruction
 - iii. Inter/Intra-library loans
 - iv. Document delivery
 - v. Selective dissemination of information
 - vi. Remote access to electronic resources
 - vii. Software platforms that support plagiarism detection,

reference management (including citation tools), virtual conference or online meetings, media streaming, etc.

- b. Innovative and flexible library services shall be designed to continuously provide students, teaching and non-teaching personnel, and other stakeholders access to information for new learning modalities such as but not limited to the following:
 - i. Virtual library (students/faculty and other stakeholders can access the collection through the OPAC).
 - ii. Circulation services, face-to-face and online, through:
 - book padala or courier
 - book pick up and drop off in designated areas
 - scanning or digitization
 - photocopying
 - iii. Electronic database instruction and training
- c. The use of purchased/subscribed electronic resources shall follow the rules and policies stipulated in the license agreement.
- d. The library shall undertake various strategies to promote and inform the users of library collections and services.

Section 6. Physical Facilities

- a. The library shall be strategically located with adequate space and facilities for students, faculty, staff, and others that can accommodate at least five percent (5%) of the total on-site users.
- b. There shall be dedicated learning spaces for discussion, creation, and innovation.
- c. Adequate space for office use and staff work area, storage of inactive collections and supplies, as well as conservation area shall be provided.
- e. There shall be proper lighting and ventilation in all areas of the library.
- f. Appropriate and comfortable furniture shall be provided.
- g. Facilities for persons with disabilities (PWDs) shall be made available (e.g. ramps, railings, comfort rooms, etc.) and other requirements specified in existing laws shall be made available to persons with special needs.
- h. There shall be emergency exits, fire extinguishers, built-in emergency lights, and other measures deemed necessary and required by the National Building Code of the Philippines.

Section 7. Information Technology Infrastructure and Services

- a. The library shall have the basic infrastructure to support the IT-enabled operations and services which may include, but not limited to, Internet-connected computers with productivity software, Wi-Fi access points, printers, scanners, and other information appliances such as photocopiers.
- b. The library shall provide adequate computing devices (e.g., desktop computers, laptops, tablets) to access electronic resources and Web services.
- c. A library automation plan to establish and/or implement an Integrated Library System (ILS) shall be in place. The ILS will facilitate the application modules designed to perform the technical and readers' services functions of the library such as acquisitions, cataloging, serials management, indexing, resource discovery (searching), as well as circulation and transaction monitoring.
- d. The library shall have an official website to serve as a gateway to its online catalog and other electronic learning resources (e.g., online databases, e-books, e-journals), and/or online services.

Section 8. Financial Resources

- a. The head librarian shall prepare an annual budget proposal to support the entire library operation for consideration and approval of the management.
- b. The institution shall set a library fee at a realistic level, to be reviewed periodically and used for library development.
- c. The library shall explore other ways of augmenting its financial resources when the institutional funds are inadequate.

Section 9. Linkages and Networking

- a. The librarians shall engage in local, regional, and international linkages and networking activities.
- b. The librarians shall participate in inter-institutional activities, cooperative programs, as well as community service learning (e.g., help develop reading habits of public school students).

Section 10. Repealing Clause

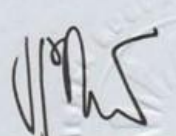
This CMO supersedes all previous issuances concerning library requirements which may be inconsistent or contradictory with any of the provisions hereof.

Section 11. Transitory Provisions


All public and private HEIs shall fully comply with all the minimum requirements prescribed in this CMO within a non-extendable period of three (3) years after the date of its effectivity.

For immediate dissemination and implementation.

Quezon City, Philippines November 2, 2021


J. PROSPERO E. DE VERA III, DPA
Chairman





SAINT COLUMBAN COLLEGE
Pagadian City
Alano Corner Sagun Streets, San Francisco District, Pagadian City
Tel Nos: 2151799 / 2151800 : Fax No: 2141290
Website: www.sccpag.edu.ph : E-mail: sccpc1957@yahoo.com

GRADUATE SCHOOL

November 24, 2023

JOVIE D. DECENA
Librarian
Christ the King College
Maranding Lala, Lanao del Norte

Madam:

PANAGDAIT sa tanang kabuhatan!

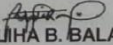
The undersigned is presently conducting a study on **"PERCEPTIONS OF LIBRARIANS IN OFFERING SPECIAL LIBRARY SERVICES TO PERSONS WITH DISABILITIES"** in the selected academic libraries in Lanao del Norte, a requirement leading to the degree of Master of Library and Information Science at Saint Columban College, Pagadian City.

In this connection, the researcher is asking your permission to conduct an interview questions to the librarians, assistant librarians, and library personnel in selected schools and colleges in Lanao del Norte.

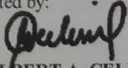
Your kind consideration and favourable action on this request is highly appreciated.

Thank you very much.


In Saint Columban,



SALIHA B. BALA, RL
Researcher
Librarian
Bangsamoro Library and Archives
Cotabato City, Maguindanao

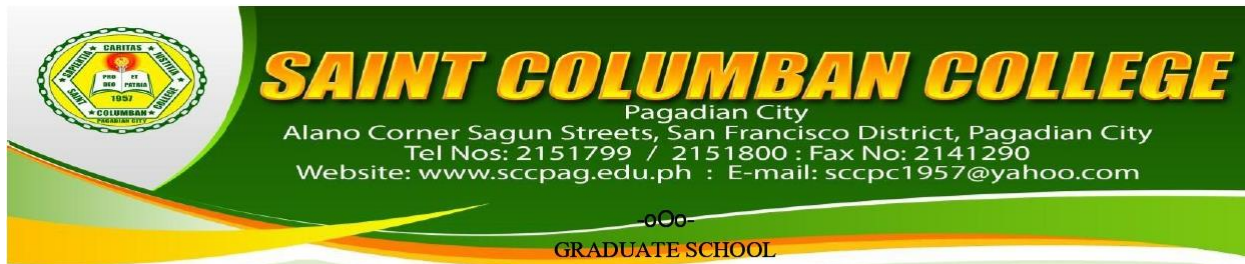
Noted by:


GILBERT A. CELESIO, EdD
Dean, Graduate School

Approved by:


JOVIE D. DECENA


SCC ACTS
Achieves Excellence | Cultivates a peaceful environment | Takes care of Mother Earth | Serves humankind



November 24, 2023

GINA V. AVES
Librarian
Colegio de Kapatagan
Kapatagan, Lanao del Norte

Madam:

PANAGDAIT sa tanang kabuhatan!


The undersigned is presently conducting a study on **“PERCEPTIONS OF LIBRARIANS IN OFFERING SPECIAL LIBRARY SERVICES TO PERSONS WITH DISABILITIES”** in the selected academic libraries in Lanao del Norte, a requirement leading to the degree of Master of Library and Information Science at Saint Columban College, Pagadian City.

In this connection, the researcher is asking your permission to conduct an interview questions to the librarians, assistant librarians, and library personnel in selected schools and colleges in Lanao del Norte.


Your kind consideration and favourable action on this request is highly appreciated.

Thank you very much.

In Saint Columban,


SALIHA B. BALA, RL
Researcher
Librarian
Bangsamoro Library and Archives
Cotabato City, Maguindanao


Noted by:


GILBERT A. CELESIO, EdD
Dean, Graduate School

Approved by:


GINA V. AVES





SAINT COLUMBAN COLLEGE
Pagadian City
Alano Corner Sagun Streets, San Francisco District, Pagadian City
Tel Nos: 2151799 / 2151800 : Fax No: 2141290
Website: www.sccpag.edu.ph : E-mail: sccpc1957@yahoo.com

GRADUATE SCHOOL

November 17, 2023

DR. RIZALYN M. TABANAO
School Vice President
Lanao School of Science and Technology
Maranding Lala, Lanao del Norte

Madam:

PANAGDAIT sa tanang kabuhatan!

The undersigned is presently conducting a study on **"PERCEPTIONS OF LIBRARIANS IN OFFERING SPECIAL LIBRARY SERVICES TO PERSON WITH DISABILITIES"** in the selected academic libraries in Lanao del Norte, a requirement leading to the degree of Master of Library and Information Science at Saint Columban College, Pagadian City.

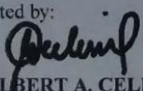
In this connection, the researcher is asking your permission to conduct an interview questions to the librarians, assistant librarians, and library personnel in selected schools and colleges in Lanao del Norte with persons with disability students.

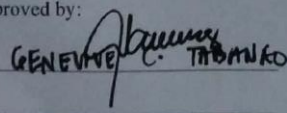
Your kind consideration and favourable action on this request is highly appreciated.


Thank you very much.

In Saint Columban,

SALIHA B. BALA, RL
Researcher
Librarian
Bangsamoro Library and Archives
Cotabato City, Maguindanao

Noted by:

GILBERT A. CELESIO, EdD
Dean, Graduate School

Approved by:

GENEVIEVE C. TABANAO


Achieves Excellence | Cultivates a peaceful environment | Takes care of Mother Earth | Serves the


Appendix E-Validation Certificate

CERTIFICATION

This is to certify that the ANALYSIS of **SALIHA B. BALA** has been reviewed, corrected, and validated by the following Experts in Qualitative Research.

This certification is issued for whatever purpose it may serve him/her best.


Validated by:


GENESIS B. NAPARAN, PhD
Research Director
Saint Columban College
Pagadian City


JANUS A. NAPARAN, DevEdD
Quality Assurance Manager
Saint Columban College
Pagadian City

JUFEL MA. LOURDES S. GUINANAO, RL, MLIS
Graduate School Faculty
Saint Columban College
Pagadian City

Appendix F-Plagscan Result

SAINT COLUMBAN COLLEGE	
<small>Corner V. Cravillo - Sagun Street, San Francisco District, Pampanga City Tel No. 2181199 / 2181830 Fax No. 2141090 Website: www.scc.edu.ph Email: scc@sc.edu.ph</small>	
RESEARCH OFFICE	
PLAGSCAN CERTIFICATE	
Author(s):	SALIHA B. BALA
Date:	2-Dec-23
ID#:	191555
Number of Words:	6,677
Type of Transaction:	Grad 1st Scan
PLAGSCAN ANALYSIS RESULT	
8%	
<small>(Acceptable level is 15% and below)</small>	
Assessed by:	
	
DAISY R. CATUBIG, PhD	
Research Director	

SCC ACTS
Achieves Excellence | Cultivates a peaceful environment | Takes care of Mother Earth | Serves humanity

Appendix G-Grammarly Result

grammarly Report: Untitled

Untitled

by Saliha Bala

General metrics


45,121 characters	6,669 words	359 sentences	26 min 40 sec reading time	51 min 18 sec speaking time
-----------------------------	-----------------------	-------------------------	--------------------------------------	---------------------------------------

Score

96

This text scores better than 96% of all texts checked by Grammarly

Writing Issues

129 Issues left	 Critical	129 Advanced
---------------------------	--	------------------------

Plagiarism

1 %

4 sources

1% of your text matches 4 sources on the web or in archives of academic publications

Report was generated on Saturday, Dec 2, 2023, 02:10 PM

Page 1 of 37

Appendix H- Curriculum Vitae

**SALIHA B. BALA**

Address: Pili, Sapad, Lanao del Norte

E-Mail: salihakala@yahoo.comMobile No.: 06465287432

PERSONAL PROFILE

Age : 30
Date of Birth : May 3, 1993
Place of Birth : Marawi City, Lanao del Sur
Civil Status : Single
Occupation : Librarian
Father : Bala D. Macaalin
Mother : Mona L. Baraontong

EDUCATIONAL ATTAINMENT

Graduate Studies

Saint Columban College
Master of Library and Information Science
San Francisco District, Pagadian City
April 2023

Tertiary

Mindanao State University-Marawi
Bachelor Library and Information Science
Mindanao State University-Marawi City
April 2015

Secondary

Mindanao State University-University Training Center



Bo. Green, Marawi City, Lanao del Sur
April 2011

Elementary

Amai Pakpak Central Elementary School
Bo. Green, Marawi City, Lanao del Sur
March 2007

WORK EXPERIENCES

Lanao School of Science and Technology
School Librarian
Maranding, Lala, Lanao del Norte
2022-Present

Philippine Science High School- Central Mindanao Campus, Librarian I (Substitute)
Nangka, Baloi, Lanao del Norte
2019-2020.

Master's Technological Institute of Mindanao, Iligan City
School Librarian
2017-2018.

Jamiatul Philippine Al-Islamia
College Librarian
Amai Manabilang Street Marawi City
2015-2017.