

PERSPECTIVES, STRATEGIES, AND CHALLENGES OF PUBLIC SCHOOL ADMINISTRATORS ON POLICIES AND PROGRAMS FOR SCHOOL LIBRARY DEVELOPMENT

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ABSTRACT

This study was conducted to determine the perspectives, strategies, and challenges of public school administrators on policies and programs for school library development. The respondents were 119 public school administrators, which consisted of the Principals, Assistant Principals, Head Teachers, School Heads, and Teachers in Charge from selected public schools in Camarines Sur. The study utilized the descriptive correlational research method, with a researcher-made questionnaire as the primary tool for gathering data. The statistical tools utilized were descriptive statistics: weighted mean and inferential statistics, Pearson Product Moment Coefficients of Correlation, and Stepwise regression analysis for treating the data collected. Analysis of data revealed that public school administrators have a strong recognition of school libraries' importance in education in terms of the library as the center of learning, the role of the school librarian in student academic achievement, and teacher-librarian collaboration, with an overall weighted mean of 3.52. The public school administrators employed strategies in implementing school library policies and programs, with a strong emphasis on library collection development, while staffing and external partnerships require further improvement (overall weighted mean = 3.08). In terms of challenges faced by public school administrators, findings highlight financial constraints as the primary barrier, affecting infrastructure, personnel, and resource availability in school libraries, with an overall weighted mean of 3.49. Statistical analysis showed a significant relationship between public school administrators' perspectives and strategies or challenges and a significant relationship between strategies and challenges. Regression analysis confirmed that administrators' perspectives significantly predict strategy implementation ($r^2 = 0.268$, $f=14.049$, $p=0.000$). The study concludes that public school administrators recognize the crucial role of school libraries in education, but strategies employed need to be strengthened, and budget constraints emerge as the most significant challenge. A structured action plan is proposed to address key challenges and enhance school library development through targeted interventions in capacity building, funding, resource allocation, and policy implementation.

Keywords: Descriptive correlational study, perspectives, strategies, challenges, public school administrators, school library

INTRODUCTION

In the evolving landscape of education, school libraries play a pivotal role in supporting academic achievement, fostering lifelong learning, and promoting literacy among students. School libraries play an essential role in fostering academic success, literacy development, and lifelong learning among students. As dynamic centers of knowledge, they provide access to diverse resources, support curriculum implementation, and offer opportunities for collaboration between students, teachers, and librarians. With the increasing emphasis on 21st-century skills, school libraries have evolved to integrate digital technologies, information literacy, and collaborative learning spaces into their operations. This shift underscores the importance of effective policies and programs to ensure school libraries remain relevant and impactful in today's educational landscape (Abumandour, 2020).

Additionally, school libraries are critical components of the educational system, serving as hubs for learning, information access, and literacy development. They provide students and teachers with diverse resources, foster research, and critical thinking skills, and create opportunities for lifelong learning. In recent years, the role of school libraries has expanded to include integrating technology, promoting digital literacy, and supporting collaborative learning. These developments highlight the need for robust policies and programs to ensure school libraries can adapt to the evolving demands of education (Ullah & Usman, 2023). Despite the recognized importance of school libraries, many public schools face significant challenges in their development and management. These challenges include outdated collections, inadequate funding, insufficient staffing, and limited physical space (Shonhe, 2019). The development and sustainability of school libraries often face significant challenges, particularly in public schools. Administrators are tasked with navigating complex policies, resource limitations, and competing priorities while ensuring that library services align with educational goals (Okwu & Oporum, 2021).

Moreover, the role of school administrators in shaping policies and programs for library development has received limited attention in research. While existing studies have highlighted the role of librarians and resources in library effectiveness, there is a lack of research focusing on the perspectives and strategies of school administrators who play a pivotal role in shaping policies and programs for library development (Devan Nv, 2020). Moreover, the challenges they face and the innovative strategies they employ to address these issues remain underexplored, leaving a critical gap in the literature. Addressing these gaps is critical for understanding how administrators can drive improvements in school library development (Buonocore et al., 2024).

This study explored the perspectives, strategies, and challenges of public school administrators regarding the implementation of policies and programs for school library development. By examining their views and approaches, the research provided insights into the factors influencing library success and offered recommendations for addressing existing barriers. Ultimately, the study contributed to the broader discourse on enhancing school libraries as vital components of the educational system. Furthermore, the research uncovered barriers to effective library management and identified actionable strategies to overcome these challenges. By analyzing these aspects, the study provided valuable insights that informed policymaking, promoted effective program implementation, and ensured equitable access to quality library resources in public schools. The findings contributed to understanding how administrators could enhance the

role of school libraries in supporting student achievement and creating enriched learning environments. Moreover, the results served as a valuable resource for stakeholders, including educators, library professionals, and policymakers in advocating for sustainable library development as a cornerstone of educational excellence.

LITERATURE REVIEW

The research underscores the evolving perspectives of school administrators on the role of school libraries in education. Traditionally seen as repositories of books, school libraries are increasingly viewed as dynamic hubs of learning, fostering digital literacy, critical thinking, and collaboration among students. Administrators recognize libraries as essential to supporting curriculum delivery and student achievement. Various studies have revealed that a fully funded program and certified librarians significantly reduce the literacy achievement gap (Esad, 2022), school librarians and student achievement are correlational (Wine et al., 2023), influence of the library on students' academic performance and achievement (Rodrigues & Mandrekar, 2020), and school librarians guide and prepare students with essential 21st-century literacies, skills, and competencies (Mattheis, 2024).

However, studies also reveal gaps in perception, with some administrators undervaluing libraries due to a limited understanding of their potential impact and perceiving them to be mainly a study space for students (Loh et al., 2021), school principals have a tendency to downplay the role of school librarians in leadership initiatives at the campus level (Baker, Decman, & Willis, 2020), and some administrators do not view librarians as technology leaders (Kachel & Lance, 2021). Teacher-librarian collaboration supports the school communities in various ways (Ross, 2022) and helps develop 21st-century citizens who can find, assess, and use information effectively (Nongo, Sambe, & Adadu, 2021). Also, teachers and librarians collaborate on a project or lesson to support students' academic success (Colvin & Coft, 2024) and increase student achievement and engagement (Kammer et al., 2021). In contrast, principals delegate the responsibility of forming teacher-librarian collaborations at a classroom level (Baker, Decman, & Willis, 2020). Libraries play an active role in students' learning and serve as learning centers (Ernst, 2013), an essential part of the higher education system that facilitates teaching and learning (Kumar, 2021) and promotes lifelong learning (Ashikuzzaman, 2023) and reading interest and literacy (Mahendra, Suprpto, & Apriza, 2024). However, school leaders and teachers in Singapore secondary schools do not utilize the library regularly (Loh et al., 2021). School administrators take a proactive approach and address the policies and programs for school library development.

First, in terms of physical space, libraries with a good atmosphere that is quiet, bright, peaceful, and relaxing (Hider et al., 2022), designed for reader-centered, book-centered, and learning-centered (Flores, De Leon, & Valerio, 2021), and more diverse reading areas for in-depth reading, leisure reading, serious reading, and interactive learning environments (Panigrahi & Sangal, 2023). Second, regarding staffing, empowering staff, and fostering a culture of learning (Gutteridge, 2023), emphasize the importance of the recruitment process (Eruvwe, Udoh, & Azubuike, 2023), and urge to evaluate the entire interview process critically and determine what practices are essential (Houk & Nielsen, 2023). These indicate that providing training for administrators and staff on the evolving role of libraries enhances their ability to integrate library programs with curriculum goals. Third is collection development, where school administrators

focus on building their library collection by accepting book donations, including cultural and recreational value materials (Oza & Patel, 2020), receiving books and other resources through donations, gifts, resource sharing, and exchanging library materials (Khan, Rafiq, & Rafiq, 2022), and identifies the different methods of acquisition in building collections, such as subscriptions, direct purchase, photocopying, and bequeath (Uwandu & Okere, 2022). Next, in terms of funding, libraries lean on federal grants and private fundraising (PressReader, 2023); fines, book sales, and fundraising events are alternative library funding resources (Hepler & Horalek, 2023), and grants, donations (Cunningham, 2023). Studies emphasize the importance of administrators' advocacy to secure funding and stakeholder support for library programs. Building partnerships with community organizations, parents, and policymakers has effectively addressed resource gaps. Linkages and networking through library networks (Talikoti, 2023) and consortiums (Onwubiko, 2022) help libraries with limited budgets. Also, collaboration with external organizations, such as public libraries, universities, and non-governmental organizations, has been identified as a key strategy for expanding library services and fostering innovation (Ashikuzzaman, 2023).

Budget limitations are among the most cited challenges, with many schools unable to allocate sufficient resources for library infrastructure, staff, or collections (Shonhe, 2019). School librarians purchase books, furniture, and supplies from their pockets (Kammer, Atkins, & Burrell, 2022), which hinders their capability to develop and improve their collections (Okwu & Oporum, 2021). Aside from that, incomplete facilities are seen as a barrier to the library becoming inclusive (Libanga, 2025), lack of contemporary facilities (Ullah, Usman, & Khan, 2023), and a lack of the required resources and facilities to satisfy users' needs (Okwu & Oporum, 2021), and insufficient learning spaces and a lack of reading areas (Beneyat-Dulagan & Cabonero, 2023). Additionally, the lack of qualified librarians and staff is a recurring concern. Studies emphasize that administrators often face difficulties recruiting and retaining certified librarians due to budget constraints or competing priorities (American Library Association, 2019) and inadequate training for newly hired library staff (Dube, 2021). Outdated library facilities and insufficient access to modern technology hinder the library's ability to meet 21st-century educational needs ((Ramsey, 2024). Administrators often struggle to secure funding for renovations or technology integration (Malekani & Mubofu, 2019). Aside from that, the inflation rate for e-resources and its impact on purchasing power is one key issue because most of the budget goes to electronic resources (Adle, 2024).

METHODOLOGY

Research Design

The study utilized the descriptive correlation design employing quantitative methods that determine the perspective, challenges, and strategies of public school administrators on policies and programs for school development.

As stated by Brodowicz (2024), descriptive correlation is employed when a researcher wishes to determine the traits of a particular population or discover connections among several variables. Additionally, a study where the researcher just looks for a correlation between two variables in a single group. The present study determined the connections between the perspective and strategies of public school administrators, the perspective and challenges of public school

administrators, and the strategies and challenges of public school administrators on policies and programs for school development. The study employed the descriptive survey method to describe, record, analyze, and interpret the present nature, composition, or processes of phenomena. According to Siedlecki (2020), this is used to describe people, events, or circumstances by studying them as they are in nature.

Sources of Data

The primary sources of data are primarily the public school administrators, which consist of the Principals, Assistant Principals, Head Teachers, School Heads, and Teachers In Charge. Only the primary data generated from these sources was statistically analyzed and treated.

Population of the Study

The population consists of 171 school administrators in selected public schools in Camarines Sur, specifically from the municipalities of Calabanga, Libmanan, Pamplona, and Sagñay. The actual sample of 119 was determined using the Raosoft calculator with a confidence level of 95% and a margin of error of 5%. The actual selection of the sample respondents was determined using a proportionate stratified random sampling technique. There are 32 out of 46 for Calabanga, 56 out of 81 for Libmanan, 15 out of 21 for Pamplona, and 16 out of 23 from Sagñay.

Statistical Treatment of Data

The following statistical tools were applied in the study by the statistician using Statistical Package for Social Sciences (SPSS):

1. Weighted mean was used to determine the perspectives, strategies, and challenges of public school administrators on policies and programs for school development.
2. Pearson Product Moment Correlation was used to determine the relationship between perspectives and strategies, perspectives and challenges, strategies and challenges encountered by public school administrators in relation to policies and programs for school development.
3. Multiple Regression Analysis was used to determine the extent to which perspectives of public school administrators can predict their strategies for addressing policies and programs for school library development.

RESULTS AND DISCUSSION**1. Perspectives of Public School Administrators on Policies and Programs for School Library Development**

Table 1
Perspectives of Public School Administrators on Policies and Programs for School Library Development

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. The Role of the School Librarian in Student Academic Achievement	3.58	Strongly Agree	2
2. Teacher and Librarian Collaboration	3.34	Strongly Agree	3
3. The Library as the Center of Learning	3.64	Strongly Agree	1
Overall Weighted Mean	3.52	Strongly Agree	

Table 1 presents the public school administrators' perspectives on policies and programs for school library development. Among the three key aspects, the highest-rated (3.64, Rank 1) was the recognition of the school library as the center of learning, emphasizing its role in providing resources, fostering reading habits, and supporting the teaching-learning process. The role of the school librarian in student academic achievement followed closely (3.58, Rank 2), highlighting the librarian's contribution to information literacy, research support, and literacy development. Teacher and librarian collaboration ranked the lowest (3.34, Rank 3), although still strongly agreed upon, indicating that while administrators recognized its importance, it was perceived as slightly less emphasized compared to the other areas.

Overall, with a weighted mean of 3.52, administrators strongly agreed on the significance of school libraries and librarians in education. This means that public school administrators recognize the importance of a school library and librarian in student academic achievement and overall performance within the education system. Research has proven that librarians are a key component in the educational success of countless students.

Various studies have revealed that a fully funded program and certified librarians significantly reduce the literacy achievement gap (Esad, 2022). The study by Colvin and Coft (2024) characterized teacher and librarian collaboration as educators collaborating on a project or lesson to support student's academic success. Likewise, in the study of Kammer et al. (2021), teacher-librarian collaboration increased student achievement and engagement due to the strategies implemented during the collaboration and had a great potential to improve student outcomes. Further, the library is essential to the higher education system that facilitates teaching and learning. It is not only the storehouse of books and other library materials but also an indispensable partner in academic activities (Kumar, 2021) and operates as a safe space for young people, promotes well-being, and supports bibliotherapeutic practices and reading for pleasure (Merga, 2020).

2. Strategies Employed by Public School Administrators to Implement Policies and Programs for School Library Development

Table 2
Strategies Employed by Public School Administrators to Implement Policies and Programs for School Library Development

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Physical space	3.23	Agree	3
2. Staffing	2.82	Agree	4
3. Collection	3.33	Strongly Agree	1
4. Funding	3.24	Agree	2
5. Linkages and networking	2.77	Agree	5
Overall Weighted Mean	3.08	Agree	

Table 2 shows the strategies employed by public school administrators in implementing policies and programs for school library development. Among the five categories, collection development (3.33, Rank 1) was the highest-rated strategy, indicating that administrators prioritized expanding and improving library resources. Funding (3.24, Rank 2) and physical space (3.23, Rank 3) were also given importance, suggesting that financial support and adequate facilities were recognized as essential for effective library operations. Staffing (2.82, Rank 4) was rated lower, implying potential challenges in hiring and retaining qualified librarians. Linkages and networking (2.77, Rank 5) received the lowest rating, indicating that establishing external collaborations was less emphasized compared to other strategies.

Overall, with an average weighted mean of 3.08, administrators agreed on the significance of various strategies in school library development. The findings highlighted the need for strengthened efforts in staffing and external partnerships, while also reaffirming the importance of funding, space allocation, and resource acquisition to enhance library services.

This suggests that public school administrators take a proactive approach and address the policies and programs for school library development by considering the above-mentioned various indicators to effectively support the advancement of library services and resources within the educational framework. Public school administrators have a crucial role in implementing strategies in the policies and programs for school library development. Taking into consideration the collection development to meet various needs (Oza & Patel, 2020), alternative library funding such as grants, donations, fines, book sales, and fundraising events (Hepler & Horalek, 2023), physical space with a good atmosphere that is quiet, bright, peaceful, and relaxing (Hider et al., 2022), the importance of the employment process as a significant structural success factor and a key practice in library administration (Eruvwe, Udoh, & Azubuike, 2023), and the benefits of the library consortium by having strong purchasing and negotiating power in purchasing electronic databases, collaboration in the digitization of materials (Onwubiko, 2022).

3. Challenges Faced by Public School Administrators in Implementing Policies and Programs for School Library Development

Table 3
Challenges Faced by Public School Administrators in Implementing Policies and Programs for School Library Development

	Indicator	Weighted Mean	Verbal Interpretation	Rank
1.	Physical facilities	3.54	Strongly Agree	2
2.	Staffing	3.46	Strongly Agree	3
3.	Collections	3.34	Strongly Agree	4
4.	Budget	3.63	Strongly Agree	1
	Overall Weighted Mean	3.49	Strongly Agree	

Table 3 presents the challenges faced by public school administrators in implementing policies and programs for school library development. The most critical challenge was budget constraints (3.63, Rank 1), reinforcing financial limitations as the primary obstacle to library improvement. Issues related to physical facilities (3.54, Rank 2) were also strongly acknowledged, particularly the lack of dedicated library spaces and inadequate infrastructure. Staffing challenges (3.46, Rank 3) were identified, highlighting concerns about the absence of professional librarians, insufficient training, and the lack of professional development opportunities. Difficulties in library collections (3.34, Rank 4) were also noted, including outdated textbooks, limited access to digital resources, and inadequate funding for acquiring new materials.

With an overall weighted mean of 3.49, the findings strongly affirmed that public school administrators encountered significant barriers in developing school libraries. The results emphasized the need for increased funding, infrastructure improvements, professional staffing, and enhanced resource acquisition to optimize school library services and support student learning effectively. Budget constraints present significant challenges to libraries, including difficulties in the selection and acquisition of both print and electronic resources (Laure, 2024). These constraints also compromise staff development and retention (Ashikuzzaman, 2024) and contribute to staffing shortages (Dube, 2021). Additionally, inadequate facilities can negatively impact students' academic performance (Libanga, 2025).

4. Relationship Between Public School Administrators' Perspectives and Strategies in Implementing Policies and Programs for School Library Development

Table 4
Relationship Between Public School Administrators' Perspectives and Strategies in Implementing Policies and Programs for School Library Development

Strategies	Perspectives		
	The Role of the School Librarian in Student Academic Achievement	Teacher and Librarian Collaboration	The library as the center of learning
Physical space	$r=0.235^*$ Low correlation	$r=0.371^{**}$ Low correlation	$r=0.251^{**}$ Low correlation

	p=0.010	p=0.000	p=0.006
Staffing	r=0.121 Low correlation p=0.189	r=0.357** Low correlation p=0.000	r=0.253** Low correlation p=0.005
Collection	r=0.504** Moderate correlation p=0.000	r=0.550** Moderate correlation p=0.000	r=0.404** Moderate correlation p=0.000
Funding	r=0.459** Moderate correlation p=0.000	r=0.510** Moderate correlation p=0.000	r=0.487** Moderate correlation p=0.000
Linkages and networking	r=0.110 Low correlation p=0.234	r=0.344** Low correlation p=0.000	r=0.174 Low correlation p=0.059
**Significant @ 0.01, *Significant @ 0.05			

As seen in Table 4, the study found that public school administrators' perspectives have a low but significant relationship with strategies implemented for physical space, as indicated by p-values lower than the .01 and .05 significance levels. This provides sufficient statistical evidence to reject the null hypothesis, confirming a significant relationship between the variables. The findings suggest that as administrators' perspectives improve—particularly regarding the role of the school librarian in student academic achievement, teacher-librarian collaboration, and the library as the center of learning—their strategies for developing school library physical spaces also improve.

Similarly, the study found that public school administrators' perspectives, particularly regarding teacher-librarian collaboration and the library as the center of learning, have a low but significant relationship with strategies related to staffing. With p-values lower than the .01 level, there is enough statistical evidence to reject the null hypothesis, demonstrating a significant relationship between these variables. This means that the more administrators value collaboration and the library's role in education, the better their strategies for staffing school libraries.

Furthermore, the study found a moderate and significant relationship between administrators' perspectives and strategies related to collection development and funding. The p-value of .000, lower than the .01 level, confirms enough statistical evidence to reject the null hypothesis. These results mean that as administrators' perspectives improve—particularly regarding the role of the librarian, collaboration, and the library as the center of learning—their strategies for acquiring books, digital resources, and financial support for school libraries also improve.

Lastly, the study found a low but significant relationship between administrators' perspectives and strategies for linkages and networking, particularly in connection with teacher-librarian collaboration. With a p-value of .000 (below the .01 significance level), there is sufficient evidence to reject the null hypothesis, confirming a significant relationship between these variables. This means that administrators who recognize the importance of collaboration are

more likely to implement effective strategies for building partnerships with other institutions, NGOs, and external organizations to support library development.

Overall, the findings highlight that while administrators' perspectives significantly influence library development strategies, the strength of these relationships varies, with collection development and funding showing the highest correlations, while physical space, staffing, and linkages and networking demonstrate lower but still significant relationships.

This supports the study by Hider et al. (2022), which highlights the library as the center of learning that manifests in the user's activities conducted in the library and their appreciation of library physical facilities that promote students' learning and enhance academic achievement. Similarly, the study by Jean (2021) revealed that there was a significant relationship between library facilities and academic performance. The study by (Kammer et al., 2021) states that administrators perceive teacher and librarian collaboration as a crucial role in the student's performance achievement, thus providing professional development for collaboration to all instructors and setting aside time for them to work together in order to promote a collaborative atmosphere. Furthermore, school administrators acknowledge the significant impact of school librarians on student academic achievement and view the library as a central hub for learning. Consequently, they explore alternatives to other funding sources to supplement the library's limited budget for the collection acquisition. This includes charging for additional services, building valuable partnerships, and revisiting the list of services that could be monetized (PressReader, 2023). Additionally, through gifts, donations, resource sharing, and the exchange of library items, the library is able to increase its collection and lower the cost of purchasing library materials. (Khan, Rafiq, & Rafiq, 2022).

5. Relationship Between Public School Administrators' Perspectives and the Challenges Encountered in Implementing Policies and Programs for School Library Development

Table 5
Relationship Between Public School Administrators' Perspectives and the Challenges Encountered in Implementing Policies and Programs for School Library Development

Challenges	Perspective		
	The Role of the School Librarian in Student Academic Achievement	Teacher and Librarian Collaboration	The library as the center of learning
Physical facilities	r=0.169 Low correlation p=0.067	r=0.160 Low correlation p=0.082	r=0.283** Low correlation p=0.002
Staffing	r=0.309** Low correlation p=0.001	r=0.320** Low correlation p=0.000	r=0.412** Moderate correlation p=0.000
Collections	r=0.358** Low correlation	r=0.325** Low correlation	r=0.453** Moderate

	p=0.000	p=0.000	correlation p=0.000
Budget	r=0.464** Moderate correlation p=0.000	r=0.295** Low correlation p=0.000	r=0.417** Moderate correlation p=0.000
**Significant @ 0.01			

As shown in Table 5, the study found that the public school administrators' perspectives, particularly their view of the library as the center of learning, have a low but significant relationship to the challenges they encountered in terms of physical facilities ($r = 0.283$, $p = 0.002$). Since the p -value is lower than the 0.01 significance level, there is enough statistical evidence to reject the null hypothesis, confirming a significant relationship between these variables. This means that public school administrators who strongly view the library as the center of learning tend to encounter more challenges related to physical facilities when implementing policies and programs for school library development.

Likewise, the study found that the public school administrators' perspectives—including the role of the school librarian in student academic achievement, teacher and librarian collaboration, and the library as the center of learning—have a low to moderate significant relationship to the challenges they encountered in terms of staffing, collections, and budget (p -values < 0.01). This means that administrators who recognize the importance of the school librarian, collaboration, and the library's role in learning also tend to experience more challenges in securing qualified staff, updating collections, and ensuring adequate funding for school library development.

Overall, the findings suggest that while strong administrative perspectives on the importance of the library can drive efforts to enhance school library development, they also correlate with increased awareness and experience of challenges in facilities, staffing, collections, and budget constraints.

Public school administrators recognized that the library served as a vital learning hub providing resources, fostering reading habits, and supporting the teaching-learning process. Ernst's study (2023) highlighted that libraries play an active role in students' learning, are often regarded as the third source of education, and serve as learning centers where students can do their work efficiently. However, they are challenged to provide conducive and complete facilities that hinder the library in accommodating the needs of the readers (Libanga, 2025). The absence of modern facilities is another issue that libraries confront, making it more difficult to offer sufficient services and information for sustainable development. This constraint impacts their ability to satisfy the growing needs of the millennial generation in the twenty-first century (Ullah, Usman, & Khan, 2023). The study of Rodrigues and Mandrekar (2020) stresses that the library helps students understand the lesson better and is a place for reliable sources, and information literacy programs promote awareness and proper utilization of library resources. However, the absence of a professional librarian or assigned untrained staff to run the library due to budget constraints resulted in poor organization and inefficiency (Olumide et al., 2022). Overall, a significant problem of limited budget can affect the acquisition of resources,

technological advancements, and the general capacity to satisfy the various needs of library patrons successfully. (Ullah, Usman, & Khan, 2023).

6. Relationship Between Strategies and Challenges Encountered by Public School Administrators in Implementing Policies and Programs for School Library Development

Table 6
Relationship Between Strategies and Challenges Encountered by Public School Administrators in Implementing Policies and Programs for School Library Development

Strategies	Challenges			
	Physical facilities	Staffing	Collections	Budget
Physical space	$r=-0.277^{**}$ Low correlation $p=0.002$	$r=0.153$ Low correlation $p=0.097$	$r=0.154$ Low correlation $p=0.095$	$r=-0.048$ Negligible correlation $p=0.601$
Staffing	$r=-0.062$ Negligible correlation $p=0.001$	$r=0.148$ Low correlation $p=0.109$	$r=0.076$ Negligible correlation $p=0.412$	$r=-0.126$ Low correlation $p=0.171$
Collection	$r=-0.089$ Negligible correlation $p=0.333$	$r=0.317^{**}$ Low correlation $p=0.000$	$r=0.302^{**}$ Low correlation $p=0.001$	$r=0.218^{*}$ Low correlation $p=0.017$
Funding	$r=0.063$ Negligible correlation $p=0.494$	$r=0.222^{*}$ Low correlation $p=0.015$	$r=0.345^{**}$ Low correlation $p=0.000$	$r=0.272^{**}$ Low correlation $p=0.003$
Linkages and networking	$r=-0.177$ Low correlation $p=0.054$	$r=0.029$ Negligible correlation $p=0.753$	$r=0.004$ Negligible correlation $p=0.968$	$r=-0.220^{*}$ Low correlation $p=0.016$
**Significant @ 0.01, *Significant @ 0.05				

As reflected in Table 6, the study found that public school administrators' strategies related to physical space have a low but significant negative correlation with challenges in physical facilities ($r = -0.277$, $p = 0.002$). Since the p -value is lower than the 0.01 significance level, there is enough statistical evidence to reject the null hypothesis, confirming a significant relationship between these variables. This means that as strategies for managing physical space improve, challenges related to physical facilities tend to decrease. Conversely, weaker strategies in managing physical space contribute to greater difficulties in addressing physical facility challenges. Similarly, the study revealed that public school administrators' strategies related to collection and funding have a low significant positive correlation with challenges in staffing, collections, and budget (p -values < 0.01 and 0.05). This indicates that there is enough statistical evidence to reject the null hypothesis, establishing a significant relationship between these variables. This means that as school administrators implement more effective strategies in

developing library collections and securing funding, they also encounter greater challenges in staffing, maintaining collections, and managing budgets. This may be due to increased demand for skilled personnel, updated resources, and financial support as library programs expand. Lastly, the study found that public school administrators' strategies related to linkages and networking have a low but significant negative correlation with budget challenges ($r = -0.220$, $p = 0.016$). Since the p -value is lower than the 0.05 significance level, there is enough statistical evidence to reject the null hypothesis, confirming a significant relationship between the variables. This means that as administrators implement stronger strategies for linkages and networking, budget-related challenges tend to decrease. Effective networking may help secure external funding and partnerships, alleviating some financial constraints in school library development.

In conclusion, the findings highlight the complex relationship between strategic implementation and the challenges encountered in school library development. While improving strategies in physical space can reduce facility-related challenges, enhancing strategies in collection, funding, and staffing can sometimes lead to increased challenges due to rising demands and expectations. Strengthening linkages and networking can mitigate budgetary constraints by fostering external collaborations and support.

While school administrators aim to provide a conducive space for learning that is quiet, bright, peaceful, and relaxing (Hider et al., 2022) and a framework that focuses on the three paradigms - reader-centered, book-centered, and learning-centered (Flores, De Leon, & Valerio, 2021), they still cannot provide the resources and facilities needed to meet the demands of patrons, which leads to insufficient library services. (Okwu & Oporum, 2021). Similarly, building up collections via gifts, donations, exchanging library materials, and resource sharing (Khan, Rafiq, & Rafiq, 2022), and securing alternative funds like fundraisers, donations, and grants (Cunningham, 2023) highlighted the common strategies implemented by the school administrators. However, the teachers and the library staff in charge do not have ample training and background in library organization, which has led to a dysfunctional library and poor-quality service (Reyes & Tudy, 2020). Conversely, library networks and consortiums help libraries that are challenged with limited budgets, resources, and space constraints through resource sharing, including books and digital collections, shared expertise, and strong collaboration (Talikoti, 2023).

7. Regression Analysis of Public School Administrators' Perspectives as Predictors of Policy and Program Implementation for School Library Development

Table 7
Regression Analysis of Public School Administrators' Perspectives as Predictors of Policy and Program Implementation for School Library Development

Predictor	Dependent Variable	R^2	F	p-value	β	t	p-value
The role of the school librarian in student academic achievement	Strategies	0.268	14.049	0.000	-	-	0.001
The library as the center of learning					0.377	2.105	0.037

Overall Perspective					1.552	4.425	0.000
*Significant @ 0.05							

As gleaned from Table 7, the regression analysis results indicate that public school administrators' perspectives - specifically, the role of the school librarian in student academic achievement, the library as the center of learning, and overall perspective - significantly predict the implementation of strategies for school library development.

The model accounts for 26.8% ($R^2 = 0.268$) of the variance in strategies, with an F-value of 14.049 and a p-value of 0.000, which is less than the 0.05 significance level. This suggests that the predictors collectively explain a significant portion of the variability in the implementation of policies and programs for school library development.

Individually, the regression coefficients indicate the following: a) the role of the school librarian in student academic achievement has a negative effect on strategies ($\beta = -0.712$, $t = -3.292$, $p = 0.001$), meaning that as the emphasis on this perspective increases, strategy implementation tends to decrease; and b) the library as the center of learning also has a negative effect on strategies ($\beta = -0.377$, $t = -2.105$, $p = 0.037$), indicating a similar trend.

Overall perspective, however, has a positive effect on strategies ($\beta = 1.552$, $t = 4.425$, $p = 0.000$), suggesting that a stronger general perspective on the importance of school libraries leads to more effective strategy implementation. Since the p-values for all predictors are less than 0.05, there is sufficient statistical evidence to conclude that these perspectives significantly predict strategy implementation in school library development.

Finally, these findings suggest that while specific perspectives - such as the role of the school librarian and the library as the center of learning - may pose certain implementation challenges, a strong overall perspective on the value of school libraries positively influences the effectiveness of strategies. This highlights the need for a well-rounded approach to shaping policies and programs that balance different aspects of library development.

This supports the study of Ernst's study (2023), which highlighted that school administrators perceive libraries as crucial and play an active role in students' learning. To effectively administer and manage libraries, they must be in line with the larger institutional missions, community requirements, and new developments in information management. Therefore, school administrators implement strategic planning processes that give priority to user-centered approaches, encourage collaboration, and foresee future demands to be relevant and responsive in a fast-changing environment (Singh, 2024). Likewise, principal involvement in school library management activities helps improve their schools (Sabwami et al., 2020). Similarly, building organizational resilience is also crucial for overcoming obstacles and taking advantage of possibilities in a setting that is becoming more complicated and dynamic (Singh, 2024). Further, according to Jean's (2021) research, school library facilities evaluated students' academic performance and discovered a connection between academic success and school library facilities.

8. Proposed Action Plan for Enhancing School Library Development

The proposed action plan aims to address key challenges in implementing school library policies and programs, strengthen strategies for sustainable school library development, improve access to quality library resources for students and teachers, and foster stakeholder collaboration for funding and support.

The outline of this action primarily focuses on the identified challenges experienced by public school administrators. Each key areas are formulated with objectives as a guide in addressing the challenges, strategies to achieve the objectives, the person-in-charge who is responsible and part of the activity, the time frame to which the action will be conducted, and indicators or outputs to measure the action taken if the objectives were implemented correctly.

Action Plan for Enhancing School Library Development

Key Areas	Objectives	Strategies/ Activities	Persons Involved	Resources	Timeline	Expected Outcomes
Capacity Building for Administrators and Librarians	Strengthen leadership and management skills in school library development	Conduct training workshops on library management, teacher-librarian collaboration, and policy implementation	School administrators, librarians, teachers, DepEd representatives	Training modules, facilitators, venue, ICT equipment	Quarterly	Improved knowledge and leadership in managing and integrating school libraries into learning
Strategic Resource Allocation	Secure funding and external support for school library enhancement	Advocate for budget allocation, seek partnerships with NGOs, LGUs, and private organizations for financial and material support	School heads, PTA, DepEd, LGUs, private sector, NGOs	Government funding, sponsorships, grant proposals, fundraising events	Annually	Increased funding and resources for library improvement
Infrastructure and Collection Enhancement	Upgrade library facilities and expand book and digital collections	Renovate library spaces and acquire updated books, journals, and online learning	School administrators, librarians, DepEd, local government	Construction materials, books, periodicals, online subscriptions	Year-round	Enhanced physical and digital resources for students and teachers

Key Areas	Objectives	Strategies/ Activities	Persons Involved	Resources	Timeline	Expected Outcomes
		materials		, furniture		
Technology Integration	Modernize libraries with digital tools and internet access	Implement digital libraries, provide e-books and research databases, and equip libraries with computers and Wi-Fi	School IT staff, librarians, administrators, donors	Computers, Wi-Fi routers, e-books, database subscriptions, software	6–12 months	Improved access to digital learning and research materials
Monitoring and Evaluation	Assess the effectiveness of library policies and programs	Establish key performance indicators (KPIs), conduct regular surveys, and review implementation progress	School administrators, research teams, librarians	Survey tools, assessment reports, data analysis software	Every 6 months	Data-driven decision-making for continuous improvement

CONCLUSIONS

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

1. Public school administrators recognize the crucial role of school libraries in education, as reflected in their perspectives. They emphasize the library as a central learning hub, followed by the librarian's role in academic achievement and teacher-librarian collaboration, underscoring the need for policies that enhance library development and utilization.
2. The administrators prioritize library collection development and funding as key strategies in implementing school library policies and programs, but staffing and external partnerships remain areas requiring improvement. This suggests that while progress is being made, certain aspects of implementation need strengthening.
3. Budget constraints emerge as the most significant challenge in school library development, followed by physical facilities and staffing issues. These challenges highlight financial limitations as a primary barrier affecting the overall effectiveness of library resources and services.
4. Public school administrators' perspectives significantly influence their strategies for school library development, particularly in managing physical space, staffing, collection development, and funding. The stronger their recognition of the library's role in education, the more effective their strategies become, especially in resource acquisition and financial planning.
5. While administrators' positive perspectives drive library development, they also correlate with increased challenges in implementation. Administrators who highly value school libraries

experience more difficulties in securing physical facilities, staffing, collections, and budget, indicating that greater awareness leads to a deeper recognition of resource gaps and constraints.

6. The effectiveness of library development strategies is closely linked to the challenges encountered. Stronger strategies for physical space management help alleviate facility-related issues, whereas improvements in collection development and funding may introduce new challenges in staffing and budget due to increasing demands. Strengthening external linkages and networking can help mitigate budgetary constraints.

7. Public school administrators' perspectives are significant predictors of strategy implementation in school library development. While specific views—such as the role of librarians and libraries as learning hubs—can pose challenges to implementation, a well-rounded perspective on the importance of school libraries fosters more effective strategy execution. A balanced, strategic approach is necessary to align perspectives with practical solutions in school library policies and programs.

8. Based on these findings, an action plan should be developed to address key challenges and enhance school library development through targeted interventions in capacity building, funding, resource allocation, and policy implementation.

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