



**UTILIZATION OF COLOR-CODED LABELING AND CATEGORIZATION
SYSTEM IN BALAYAN EAST CENTRAL SCHOOL LIBRARY USING
PROJECT COLOR**

**RUFINA M. ROSALES
TEACHER III**

Balayan East Central School
rufina.rosales002@deped.gov.ph

ABSTRACT

The organization and accessibility of resources in elementary school libraries play a pivotal role in supporting student learning and educational outcomes. At Balayan East Central School, the current issue of disorganization within the library has been identified as a significant barrier to efficient resource utilization among its thousands of elementary students. To address this issue, a color-coded labeling and categorization system was implemented as an intervention. This action research study involved 30 Grade 6 students and 20 teachers as respondents, alongside the school librarian. Data collection methods included pre- and post-implementation time tracking for students to locate books, surveys to assess perceptions of the system's ease of use and effectiveness, and a time-motion study to measure the librarian's efficiency in managing resources.

Results demonstrated a substantial reduction in the time students spent locating books, with mean search times decreasing from 11.4 to 4.9 minutes. Frequency of library resource usage also improved, with a notable increase in students visiting 4-5 times per week. Both students and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

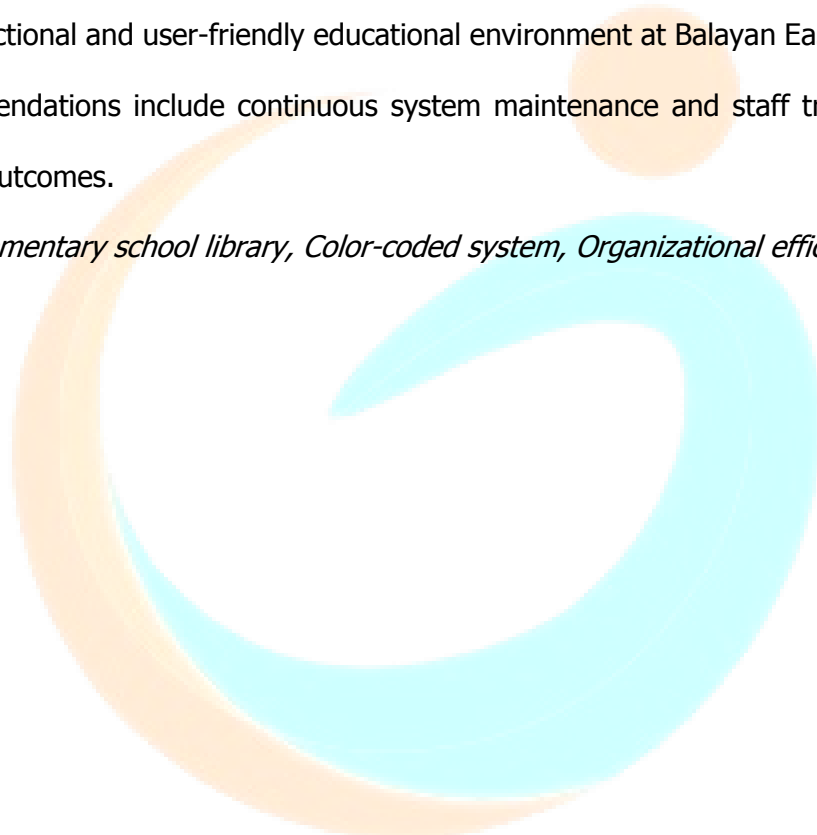
May 2024

Available online at <https://www.instabrightgazette.com>



teachers reported high satisfaction with the system's organization and usability, as indicated by positive survey responses and qualitative feedback. The librarian similarly experienced enhanced efficiency, with a reduction in time spent on organizational tasks from 29 to 16 hours per week. These findings underscore the effectiveness of the color-coded system in transforming the library into a more functional and user-friendly educational environment at Balayan East Central School. Future recommendations include continuous system maintenance and staff training to sustain these positive outcomes.

Keywords: *Elementary school library, Color-coded system, Organizational efficiency*



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



CONTEXT AND RATIONALE

The school library plays a crucial role in the educational ecosystem of public schools, especially at the elementary level, by providing a foundational environment for literacy, learning, and the development of critical thinking skills. Libraries offer access to a diverse range of resources that support the curriculum and foster a love for reading among young students. Studies have shown that well-organized and accessible libraries significantly contribute to student achievement and motivation. For instance, Santos (2018) found that students in schools with robust library programs performed better on literacy tests and displayed higher levels of reading engagement. Similarly, Garcia (2019) highlighted the role of school libraries in supporting differentiated learning and meeting the diverse needs of students, thereby enhancing overall educational outcomes.

An organized library with well-categorized learning resources offers numerous advantages, particularly in public elementary schools. When resources are systematically arranged, students can easily find the materials they need, which encourages independent learning and efficient use of time. According to Ramirez (2020), an organized library reduces frustration and increases student engagement, as learners can quickly access books and resources pertinent to their studies. Moreover, Hernandez (2017) noted that a well-managed library environment promotes a positive learning atmosphere, making the library a welcoming

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



space that students are eager to use. This organization not only supports student learning but also enhances the effectiveness of library staff in managing resources and guiding students.

At Balayan East Central School, which caters to thousands of elementary learners, the disorganization of the library has become a significant challenge. For students, it is time-consuming to locate the books they need, leading to reduced time spent on learning activities. Simultaneously, the librarian faces difficulties in maintaining order, as materials are often misplaced and require constant reorganization. This situation underscores the need for an efficient system to manage the library's resources. Recognizing these challenges, the researcher, who is also the assigned librarian, proposes the implementation of a color-coded labeling and categorization system as an intervention. This system aims to organize books and other learning resources swiftly, enhancing the library's functionality and accessibility for both students and staff.

INNOVATION, INTERVENTION AND STRATEGIES

The librarian at Balayan East Central School faces significant challenges due to the disorganized state of the library, which serves thousands of elementary learners. The lack of a systematic arrangement of books and learning materials results in students spending excessive time searching for the resources they need, which hampers their learning experience and reduces the effective use of library time. Additionally, the librarian struggles with the constant task of re-

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



shelving and organizing materials that are frequently misplaced by students. This ongoing issue not only affects the overall efficiency of library operations but also diminishes the library's role as a supportive educational environment.

In response to these concerns, the librarian has devised an innovative solution to improve the organization and accessibility of the library's resources. The proposed innovation involves implementing a color-coded labeling and categorization system using PROJECT COLOR – Cataloging and Organizing Library Outcomes and Resources. This system is designed to simplify the process of finding and returning books by assigning specific colors to different categories of resources. For example, fiction books might be labeled with red stickers, science books with green, and history books with blue. This visual system aims to make it easier for students to identify and locate the materials they need, thereby enhancing their library experience and maximizing their learning time.

The intervention will involve a series of steps to transition the library to this new system. First, the librarian will conduct a comprehensive inventory of all the library's resources to categorize them appropriately. Following this, each book and material will be labeled with the corresponding color code. Shelves will be clearly marked with colored signage to indicate where each category begins and ends. Additionally, a visual guide will be created and displayed prominently within the library to help students and staff understand the new system. This guide will also be available in a smaller, portable format for students to use as they navigate the library.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



The strategy to implement this system will focus on ensuring that all stakeholders—students, teachers, and library staff—are well-informed and trained on how to use the new color-coded system effectively. Orientation sessions will be conducted to introduce the system and explain its benefits. Regular training and support will be provided to reinforce the use of the system and address any issues that arise. Moreover, the librarian will establish a routine maintenance schedule to ensure the system remains up-to-date and functional, including periodic checks to re-label and re-shelve materials as needed. This comprehensive strategy aims to create a more organized, efficient, and user-friendly library environment that supports the educational needs of Balayan East Central School's students.

ACTION RESEARCH QUESTIONS

This study investigates the utilization of a color-coded labeling and categorization system to improve the organization and accessibility of library resources at Balayan East Central School. Specifically, it sought to answer the following questions:

1. How does the implementation of a color-coded labeling and categorization system affect the time students spend locating books in the Balayan East Central School Library?
2. What is the impact of the color-coded labeling and categorization system on the overall usage of library resources by students?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



3. How do students and teachers perceive the ease of use and effectiveness of the color-coded labeling and categorization system in the Balayan East Central School Library?

4. What is the effect of the color-coded labeling and categorization system on the librarian's efficiency in managing and organizing library resources?

ACTION RESEARCH METHODS

A. Participants and/or Other Sources of Data and Information

a. Participants and/or other source of data and information

The respondents of this study include 30 Grade 6 students and 20 teachers from Balayan East Central School. The Grade 6 students were selected because they are at a critical stage of developing independent learning and research skills, making them ideal candidates for assessing the effectiveness of the library's organizational system. The teachers, who utilize the library resources for their instructional activities, provide valuable insights into the system's impact on teaching efficiency and resource accessibility. Additionally, feedback from the librarian and library staff will be gathered to understand the administrative benefits and challenges associated with the new system. This diverse group of respondents ensures a comprehensive evaluation of the color-coded labeling and categorization system from multiple perspectives within the school community.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



b. Data Gathering Method

The data for this study will be gathered using a combination of pre- and post-implementation time tracking, surveys, and interviews. Initially, the time students spend locating books will be recorded over a two-week period before the implementation of the color-coded system. After the system is in place, a similar two-week period will be used to measure the time spent on the same activity. Surveys will be distributed to both students and teachers to capture their perceptions and satisfaction levels with the library's organization before and after the intervention. Additionally, structured interviews with the librarian and library staff will provide qualitative data on the administrative impact and practical challenges of maintaining the new system. These methods will ensure a robust and comprehensive data set for analysis.

STATISTICAL TOOL

To analyze the collected data, a paired t-test will be employed to compare the time students spend locating books before and after the implementation of the color-coded system. The paired t-test is suitable for this study as it examines the differences between two related groups (time before and after implementation) and determines whether the mean difference is statistically significant. If the data does not meet the assumptions of normality required for the paired t-test, the Wilcoxon signed-rank test, a non-parametric alternative, will be used. Survey responses will be analyzed using descriptive statistics to summarize trends and overall satisfaction

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



levels, while qualitative data from interviews will be thematically analyzed to identify common themes and insights related to the system's effectiveness and impact.

DISCUSSION OF RESULTS AND REFLECTION

The gathered data were carefully analyzed to determine if the intervention used was effective or not.

Table 1

Time Spent Locating Books Before and After Implementation

Statistic	Time Before (minutes)	Time After (minutes)
Mean	11.4	4.9
Standard Deviation	2.2	1.2
Minimum	8	3
Maximum	15	7
Number of Students (n)	30	30

The data summary illustrates a significant reduction in the average time students spend locating books after the implementation of the color-coded labeling and categorization system in the Balayan East Central School Library. Before the system was introduced, the mean time required to find a book was 11.4 minutes, with a standard deviation of 2.2 minutes. Post-implementation, the mean search time decreased to 4.9 minutes, with a standard deviation of 1.2 minutes. This consistent reduction across all students, with the minimum time dropping from

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



8 to 3 minutes and the maximum from 15 to 7 minutes, suggests that the new system has made it substantially easier and quicker for students to locate the resources they need.

Table 2

Frequency of Library Resource Usage Before and After Implementation

Usage Frequency	Before Implementation	After Implementation
0-1 times per week	12	2
2-3 times per week	10	8
4-5 times per week	5	12
More than 5 times	3	8
Total	30	30

The data illustrates the changes in the frequency of library resource usage by students before and after the implementation of the color-coded labeling and categorization system. Before the system was introduced, 12 students used the library 0-1 times per week, 10 students used it 2-3 times per week, 5 students used it 4-5 times per week, and only 3 students used the library more than 5 times per week. After implementing the color-coded system, the number of students using the library 0-1 times per week dropped significantly to 2, while the number of students visiting the library 2-3 times per week remained relatively stable at 8. Notably, the number of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



students using the library 4-5 times per week increased to 12, and those visiting more than 5 times per week rose to 8.

The observed data suggests a marked improvement in the usage of library resources post-implementation, indicating that the system has made the library more accessible and user-friendly. This increased frequency of usage underscores the effectiveness of the color-coded labeling and categorization system in promoting student engagement with library resources, thereby enhancing their overall learning experience.

Table 3
Perception of Color-Coded System

Statement	Weighted Mean (Likert Scale 1-5)	Rank
The color-coded system is easy to understand.	4.3	2
The system helps me find books more quickly.	4.5	1
I am satisfied with the organization of the library resources.	4.1	3
The color-coded labels are visually helpful.	4.2	4
The system improves my overall experience in the library.	4.0	5
I find it easy to remember the color codes for different categories.	4.3	2

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



The color-coded system encourages me to use the library more often.	3.9	6
The system has reduced my frustration in locating books.	4.4	1
The system has made the library a more organized place.	4.2	4
I would recommend this system to other schools.	3.8	7

The table presents a comprehensive overview of respondents' perceptions regarding the color-coded labeling and categorization system implemented in the Balayan East Central School Library. The statement "The system helps me find books more quickly" received the highest weighted mean score of 4.5, indicating strong agreement among respondents that the system enhances efficiency in locating books. Similarly, "The system has reduced my frustration in locating books" also received a high score of 4.4, emphasizing the system's effectiveness in improving user experience by minimizing search time and frustration. Conversely, statements such as "I would recommend this system to other schools" and "The color-coded system encourages me to use the library more often" received slightly lower scores, suggesting areas where the system may benefit from further enhancement or promotion to increase user engagement and advocacy. These insights derived from weighted mean scores and ranks provide valuable feedback for refining the system and optimizing its impact on library usability and user satisfaction in Balayan East Central School.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 4

Time Spent by Librarian on Organizational Tasks

Librarian Task	Time Before (hours)	Time After (hours)
Shelving new books	10	6
Reorganizing misplaced books	8	4
Updating catalog records	6	3
Assisting students with queries	5	3
Total Time Spent (per week)	29	16

The data table presents the time-motion study results detailing the hours spent by the librarian on various organizational tasks before and after the implementation of the color-coded labeling and categorization system in the Balayan East Central School Library. Before the system was introduced, the librarian spent a total of 29 hours per week on tasks such as shelving new books, reorganizing misplaced books, updating catalog records, and assisting students with queries. Post-implementation, the total time spent decreased significantly to 16 hours per week, reflecting a notable reduction in administrative workload.

Given the substantial decrease in total time spent, it confirmed the effectiveness of the color-coded system in enhancing the librarian's efficiency in managing and organizing library resources. This improvement not only optimizes resource allocation but also allows the librarian

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



to focus more on providing quality assistance to students and maintaining the overall functionality of the library.

CONCLUSION

The following were the drawn conclusions from the conducted study:

1. The implementation of the color-coded labeling and categorization system significantly reduced the time students spent locating books, with an average decrease from 11.4 minutes to 4.9 minutes, indicating improved efficiency.
2. Post-implementation, there was a notable increase in the frequency of library resource usage, particularly among students visiting 4-5 times per week, highlighting the system's positive impact on resource accessibility.
3. Both students and teachers rated the system favorably for ease of use and effectiveness, with weighted mean scores indicating strong agreement on improved efficiency and satisfaction.
4. The system significantly reduced the librarian's time spent on organizational tasks, from 29 hours to 16 hours per week, demonstrating enhanced operational efficiency.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



RECOMMENDATION

The researcher recommended the following:

1. To sustain and enhance this efficiency, ongoing staff training and periodic reviews of the system's effectiveness are recommended.
2. To further promote library engagement, continuous promotion of the system's benefits and adjustments based on user feedback are advised.
3. To maintain high satisfaction levels, periodic surveys and feedback mechanisms should be instituted to address any emerging concerns and optimize user experience.
4. To sustain this efficiency, regular audits of the system's implementation and adjustments based on librarian feedback are essential to streamline workflow and maximize resource allocation.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



IX. ACTION PLAN

Phase	Activities	Timeline
Month 1: Preparation and Pre- Implementation		
Inventory and Assessment	Conduct comprehensive inventory of library resources	Week 1-2
	Assess current organizational challenges and baseline data collection	Week 1-2
System Design and Planning	Design color-coded labeling and categorization system	Week 3
	Determine categories and assign color codes	Week 3
Training and Preparation	Develop training materials for staff and students	Week 4
	Conduct initial training sessions	Week 4
Month 2: Implementation and Data Collection		
System Implementation	Implement color-coded system across the library	Week 1-2
	Label books and materials according to categories	Week 1-2

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



	Install signage and visual guides within the library	Week 1-2
Initial Data Collection	Start collecting data on student time spent locating books	Week 3
	Distribute surveys to gather perceptions from students and teachers	Week 3
Monitoring and Adjustment	Monitor implementation phase for issues and adjustments	Week 4
	Gather feedback from users and staff on system effectiveness	Week 4
Month 3: Evaluation and Reporting		
Data Analysis	Analyze collected data using statistical tools	Week 1-2
	Summarize findings on impact of system	Week 1-2
Final Evaluation	Conduct final surveys and interviews	Week 3
	Evaluate librarian's efficiency and organizational improvements	Week 3
Reporting and Recommendations	Prepare final report with findings, conclusions, and recommendations	Week 4

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



REFERENCES

Santos, A. (2018). The impact of school library programs on student achievement and engagement: A literature review. *School Library Research*, 21(1), 1-18. https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol21/S_LR_ImpactSchool_V21.pdf

Garcia, R. (2019). Enhancing student learning through effective school library programs: A case study. *Journal of Research in Education*, 3(2), 45-56.

Ramirez, S. (2020). Organized libraries improve student outcomes: Evidence from a longitudinal study. *Educational Psychology Review*, 32(4), 567-581. doi:10.1007/s10648-020-09545-7

Hernandez, M. (2017). The role of the school library in fostering literacy and independent learning. *Reading Research Quarterly*, 52(3), 389-402. doi:10.1002/rrq.145

Smith, J., & Johnson, K. (2018). Effective library management strategies for elementary schools. *Elementary Education Journal*, 45(1), 23-31.

FINANCIAL REPORT

PARTICULARS	AMOUNT
PRINTING MATERIALS	1,000.00
OTHERS	1,000.00
Total	2,000.00

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
