



April 2019

A Marketing Plan in Promoting the Utilization of Filipiniana Books among Grade School Learners

Glenn Joy B. Abad
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A Marketing Plan in Promoting the Utilization of Filipiniana Books among Grade School Learners

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**A MARKETING PLAN IN PROMOTING THE UTILIZATION OF
FILIPINIANA BOOKS AMONG GRADE SCHOOL LEARNERS**

A thesis submitted to the Faculty of the College of Graduate Studies and
Teacher Education Research of the Philippine Normal University

In partial fulfillment of the Requirements
for the Degree of Master of Arts in Education
with Specialization in Library and Information Science

Glenn Joy B. Abad

April 2019

APPROVAL SHEET

The thesis entitled “**A MARKETING PLAN IN PROMOTING THE UTILIZATION OF FILIPINIANA BOOKS AMONG GRADE SCHOOL LEARNERS**” prepared and submitted by **GLENN JOY B. ABAD** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Library and Information Science**, is hereby recommended for approval and acceptance.

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ABSTRACT

Name : Glenn Joy B. Abad
Title : A Marketing Plan in Promoting the Utilization of Filipiniana Books among Grade School Learners
Key Concepts : Library Marketing Plan
Filipiniana Books
Degree : Master of Arts in Education
Specialization : Library and Information Science
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In a country gearing towards global education, it is but necessary to establish first a strong sense of nationalism and knowledge about one's roots. Educating our youth and making them aware of their own culture, identity, tradition, values and history through Filipiniana books is a must. Thus, the researcher aimed to design a marketing plan to promote the maximum utilization of Filipiniana books to the Grade School Learners at Colegio San Agustin in Binan, Laguna. The information gathered from this study will serve as a guide in creating the proposed marketing plan. Descriptive method is the research design used in this study. Through stratified random sampling, the needed number of survey respondents were determined among the Grade School (GS) intermediate learners while also including all GS teachers and librarians. Moreover, the results of the study showed the importance of familiarity by the Grade School learners and teachers on

the Filipiniana collection for them to maximize its use. With this, librarians must develop management, organizing, creativity, teaching and instruction, coordination/collaboration, marketing, customer service, and communication skills to effectively promote the collection. One helpful tool to help the librarians promote the collection is the marketing plan wherein the learners, teachers and librarians have provided helpful recommendations on the improvements in collection, space, facilities, physical arrangement, promotional strategies, services, instruction program and collaboration to further strengthen the utilization of Filipiniana collection through research, reading and instruction. From all the gathered data, the researcher considers it essential for a policy on the integration of Filipiniana collection in the research and instruction of different subject areas. Library organizations could help by providing seminar/workshop activities for skills enhancement of the librarians so they may be able to create, organize and assess library marketing plans or study the impact of promoting Filipiniana books on appreciation of local literature to learners and teachers.

DEDICATION

This research is humbly dedicated to:

Our Almighty God,

Her beloved parents,

Loreto S. Abad

and

Melita B. Abad

Her siblings,

Myra A. Amar and Don Amar

Candy A. Llovía and Alberto Llovía

Kareen A. Tanas and Joey Tanas

John Lorence B. Abad and Claire Olaybar

Her nieces and nephews,

Brent Andre A. Tanas

Aleck Marcus A. Amar

Beatrice Danae A. Llovía

Axel Grae A. Llovía

Callie Ysabel A. Llovía

GJBA

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The Author

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CHAPTER 1

The Problem and Literature Review

Background of the Study

Filipiniana collection in the library reflects the culture and identity of the Filipinos. The word filipiniana came from the words “Filipinas” which refers to the Philippines and “ana” or “aniana” which refers to collected items of information (Arlante & Tarlit, 2000). The collection of library materials in this section of the library shows the diverse and rich culture of our country.

Libraries play a big part in promoting awareness and disseminating information through the print and non-print materials available in the Filipiniana collection. They help in collecting and preserving the important materials about the Philippines and the Filipinos. The recommended growth rate increase of the Filipiniana collection is 15% as indicated in the Standards for Philippine Libraries. Part of the Filipiniana collection promotes our Philippine literature. However, if one takes a closer look, s/he will notice the lack of interest of Filipinos in reading their own literature. The Western influence has done much impact to the Philippines during the colonization years, that up to this day, many are still choosing to read foreign-authored books over the ones made by their very own Filipino talented authors.

Ideally, Filipinos should be the avid fans of their own literature. However, it can be observed that when Filipinos go to libraries or bookstores, the books that they usually browse to borrow or buy are the ones made by famous foreign authors. In an article by Autencio (2015), she has shared her sentiments on how bookstores are treating Filipiniana books. She stated that “book store chains often have piles of Dan Browns and Stephenie Meyers forming book towers at the entrance even as they shunt local authors aside in a single shelf under Filipiniana.” Sharing the same view is author and historian Ambeth Ocampo where he stated in his article published in 2016, “bookstores also have dedicated Filipiniana sections, often located in the back of the store where Philippine books are banished far away from New York Times best seller.”

While it can be disheartening to see that many Filipinos are more into reading foreign books than patronizing Filipino-authored books, it is still important that the Filipino children get to see and appreciate the beauty of Philippine literature to inculcate in them a sense of nationalism and help them to understand themselves better as a Filipino and begin a lifelong love for reading Filipiniana books. In the book of Kahayon and Zulueta (2000, p.2), the authors stated the importance of studying Philippine literature to quote:

“We study literature so that we can better appreciate literary heritage. We cannot appreciate something that we do not understand. Through a study of our literature, we can trace the rich heritage of ideas handed down to us from our forefathers. Then we can understand ourselves better and take pride in being a Filipino.”

Little by little, Filipiniana books are recognized, however, more efforts must be put in promoting them so children will also be more interested in reading these books and appreciate the beauty of our local literature at a young age. For some, appreciating Filipiniana books came during adulthood like in the experiences of Romero (2018), shared in her article, where she has written:

“This is the best thing about local books, they teach me about narratives grounded in traditional legends and myths, socio-political antiquities, and real-life experiences. They promote Filipino cultural values and daily struggles of locals that guide me to actively participate in intellectual discussions. Truly, getting more involved in our local literature is the best thing I can do to support what’s ours.”

Fortunately, efforts from the government agencies like the National Commission for Culture and the Arts (NCCA), as well as, the National Book Development Board (NBDB) are underway. NCCA headed by its former Chairman Felipe M. de Leon, Jr. put up Sentro Rizal in some of the neighbour Asia countries like in Indonesia, Cambodia, Myanmar and Korea. Sentro Rizal is created to promote Philippines and all its other important aspects and serve as a repository for all print and nonprint materials related with the Philippines. NBDB, on the other hand, is also making its effort to promote the Filipino-authored books in the country. Some of their programs include Kapihan, Booklatan and National Book Awards.

In the library setting, one most helpful way of promoting any collection and develop a love for reading is through marketing. Marketing has always been a significant strategy for libraries to make their services known to their clients. Marketing provides an opportunity

to see as to how they [the libraries] can offer effective and efficient services to their users or customers (Dongardive, 2013).

Hence, the researcher proposed a marketing plan to specifically conduct this study in a private school owned and managed by Augustinian Friars located in Southwoods Interchange, Biñan City, Laguna. Aligned with its mission to provide quality Catholic education to its learners, the school has provided five libraries which cater to all learners, faculty and personnel. One of these five libraries is the Grade School Library which was established in S.Y. 1985-1986. As of S.Y. 2018-2019, the Grade School Library provides a variety of services to 1,400 primary and intermediate learners as well as the grade school faculty.

The Grade School Library is composed of different sections which includes internet, periodical, faculty, reference, fiction, circulation and the Filipiniana. It is being managed by a head librarian and two library assistants. The Filipiniana collection in the library consists of 917 books with topics about history, literature, religion, social sciences, languages and science. The collection is divided into subsections which are the Filipiniana (FIL), Filipiniana-Fiction (FIL-FIC) and Filipiniana-Reference (FIL-REF). FIL is 86.16% of the Filipiniana collection while FIL FIC is 13.85% and FIL REF in 1.64%. Upon the researcher's observation, she noticed that compared with other collection especially the fiction and circulation sections, the filipiniana collection is usually read and borrowed only

when there are research assignments or projects. She also observed that grade school learners do not often browse Filipiniana books but are very much interested in horror books in this section.

It is for this reason that the researcher would like to know the young readers better in terms of their interests, needs and abilities. By getting to know the library users, the researcher will study further and propose some solutions on how libraries could market or promote the Filipiniana collection more effectively for learners to develop love and support for this section in the library.

Moreover, this study is beneficial to the Grade School learners and teachers, as well as, librarians, future researchers and the Colegio San Agustin Administration to further strengthen their usage and appreciation for Filipiniana books

Learners will develop a sense of nationalism and appreciation to Filipino values, culture, history and tradition through the books. Most importantly, they will also develop love for reading Philippine literature. Teachers, on the other hand, will be provided with the appropriate resources for their instruction and for their learners.

Librarians will be more aware of the importance of the Filipiniana collection and be active in strengthening and marketing them. They will be provided with ideas and template

for creating a marketing plan which they may use for their libraries. Then, future researchers will be provided with views and ideas concerned with the status of Filipiniana collection and its promotion to readers and present the importance of literary education to children. Lastly, Colegio San Agustin Administration will be provided with a proposed marketing plan to improve its Filipiniana collection

Literature Review

This chapter presents the literature and studies which are relevant to the present study. These were used as basis which gave the researcher an in-depth understanding of the different concepts involved in this study.

Marketing

Marketing is a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and value with others (Padua, 2015). It is essential for any company or institution, like the library, for its services to be known to its users. Library marketing is not an easy task for librarians but one of their most important functions as information professionals. Therefore, this function has to be carefully planned and well-thought of in order to be effective.

These days library marketing is not just about marketing but more of advocacy. According to LaGarde (2013), It should be advocated to learners how high quality library programs can change their lives. She further explained that school library has to begin and end with impact. This is a very important reminder for librarians that they need to consider whenever they develop a library marketing plan because ultimately the main objective of the library should always be what is best for the clients.

Today, marketing must be understood not in the old sense of making a sale – ‘telling and selling’ – but in the new sense of satisfying customer needs (Kotler & Armstrong, 2011). Even though libraries are not literally selling a product where one can gain profit from, they still need and must use some marketing strategies to attract library users to maximize the use of resources and services and, most importantly, read books. But more than this, librarians and staff should be able to assess their collection, programs and services in order to see what the users or readers really need and that they will continuously patronize the library.

Libraries should orientate towards the needs of their users. Identifying users’ needs is very important in any library to formulate their plans or programs accurately (Enache & Simona, n.d.). Without it, the librarians will only have blind targets and plans would not be that productive.

Marketing a product would not be effective if people cannot identify or understand how it will be useful or significant for them. In local tv ads, for example, noticeably many commercials use the concept of family experiences to attract viewership and patronize the product they are selling.

Marketing should always emotionally connect with the community, be compelling and catch people's attention (Russo, 2017). Even materials without graphics can work if presented well. Likewise, school libraries must think of marketing strategies in a way that the learners will be able to see the importance of a library and its resources in their studies or school life. However, the work of a librarian does not end with executing the marketing strategies plan; they must also learn how to assess if their plans were effective.

Libraries need to market to ensure they are meeting the needs of their communities and are letting these communities know about their programs, products and services (Dowd, 2013). Marketing is combined thinking and action. After the careful planning of steps to be taken in order to promote a particular service or collection; it would be followed by a series of actions that would make the plans come to life. Through these, clients will come to realize the worth of their libraries.

As they say “change is the only thing permanent in this world” and the same goes in the library. During the old times, people only see libraries as a place for reading or

borrowing books. Through the years, however, librarians have managed to keep up with all the modernization that is taking over the world and the libraries became more interactive with its services and programs. The real challenge for library and information professionals is not to manage the collection, staff and technology but to turn these resources into services (Dongardive, 2013).

As with any marketing plan, the provider should be able to identify the kind of patrons or customers they deal with. People come from all walks of life; different age groups, gender, interests, skills, personalities and values. Everyone is unique and not all can be easily pleased. This particular study opts to concentrate with the youth group called the tweens. Local literature is rare when it comes to topics regarding tweens but literatures abroad are increasing. More and more people recognize this group who does not want to be recognized as a child anymore but not a teenager yet as well. Tweens, undergo a transition stage between being a child into a teenager usually between ages 8-12. In libraries, they often feel too old for children's services but are wary of the world of young adults (Witteveen, 2015).

A client's interests and needs are important for developing library programs and services. If a reader shows lack of interest in learning about something, then that gets in the way for libraries to reach out to them.

That is why, libraries should be able to plan for marketing strategies that will help them connect with readers and encourage them to support the library services and programs for their own good also.

Libraries will have to market their resources and services so that their users will understand that the library is designed for their particular needs and capabilities (Nabus, 2007). Creating library awareness among clients will help them gain insights as to the ways on how can the library cater to their needs.

Library marketing as a way of promoting the different products such as seminars, programs and collection of the library to let the customers know what librarians can offer (Fabia, 2012). Library services or programs would be meaningless and useless if customers are not aware of them which makes marketing essential to both the library and their clients.

The clients, on the other hand, possess a wide range of interests and abilities that made it more challenging for the librarians and their marketing strategies to create an impact. They also undergo different developmental stages that affects how their skills and their perception of the things around them. The intermediate learners which are the focus of this study are also called as tweens as other literature address them are on the preteen stage.

They are on the stage where they are still trying to explore their interests, as well as, learn and develop new skills.

The notion of managing the exchange process between an organization and its publics with a view to developing relationships between both the parties is at the heart of marketing (Gupta and Savard, 2010). After all the planning, implementation and evaluation of the marketing strategies that librarians have in mind, it is always important to consider the kind of positive relationship that formed between the library and its clients. This will help the library to gain supporters in their future endeavors.

Reading

Experts believe that the development of a reading habit among the youth is an important feature towards a literate, progressive and caring society since reading encourages learning and develops creativity among them (Chavez, 2017). The statement only proves the importance of building reading habits among children and the society. This is why school libraries play an important role in developing reading habits and one good way to make them aware of the services is through a marketing plan. If a librarian successfully carries out this plan, then it would greatly help them to have a lifelong love for reading books like those in the Filipiniana collection.

According to a study conducted by Lade (2014), intermediate learners preferred recreational reading materials wherein fiction ranked first. In the educational type of reading materials, the intermediate learners prefer science fiction. In the category of inspirational reading materials, intermediate learners prefer to read spiritual books and literature as best reading materials that inspire them.

According to Protacion (2002) as stated in Acupan's research (2008), more than 50% of the learners spent 30 or more minutes in a day reading varied materials. Then, among the different reading materials, magazines were the most preferred; books were just second. Interestingly, ghosts, sports, magic, arts, etc. are the preferred topics. Short stories, myths and legends were the most preferred literary pieces.

It is evident that librarians must be able to identify what motivates and interests readers in order to promote reading habits. Reading interest inventories and reading motivation questionnaire are valuable tools in helping design a balance and meaningful reading program that will sustain learners in becoming highly motivated readers (Hemedes, 2014). Thus, a librarian must be able to know the clients well enough to be able to provide what is best for them.

Filipiniana collection

School libraries in the Philippines are usually divided to different sections like the circulation, reference, faculty, fiction and periodicals. These sections usually hold the book collections of the library which must be promoted to library clients for use. One section that truly represents Filipinos is the Filipiniana section. A Filipiniana collection includes a variety of subject areas like Philosophy, Religion, Social Science, Math, Science, Geography and Biography and Literature, specifically about the Philippines.

Building and promoting the Filipiniana collection is a challenge for all libraries. In an article entitled “The State-of-the-Art of Filipiniana Collections in the Philippines,” the authors stated that in building their [the libraries] Filipiniana collection, they should consolidate/integrate the salient points from these definitions for a comprehensive Filipiniana collection in keeping with their respective mission and objectives (Arlante & Tarlit, 2000). This means that there is no particular set of criteria to be followed in building this collection. It is the librarian’s discernment as long as they are aligned with their library policies, mission and goals.

Building a collection for the Filipiniana to attract more readers becomes quite difficult because only a few number of sources and reading materials are available (Medina, 2010). Moreover, the difficulties in building a Filipiniana collection are because of the destruction of local resources during the Philippine revolution.

People could be aware of its importance, however, it is one of the library collections being least accessed by readers even if it consists of our very own Philippine literature from legends to folktales, novels and short stories, as well as, book references related to history, science, religion, languages, social sciences and general information. It displays various rich contents that are related to Filipinos and the Philippines in one way or another. One factor is the Filipinos' lack of interest in our local books. Some reasons are: 1) written works are cliché or baduy; 2) the language; and 3) lack of publicity (Sierras & Cordovas, 2014). This posts a challenge to librarians to strengthen their promotional strategies amidst the negative views toward the Filipiniana collection.

It is not too late to make fellow Filipinos appreciate the beauty of Filipiniana collection and this could begin with the youth. According to a blog post by Gagatiga (2005), pinoy children and teenagers must be exposed to the values, beliefs and heritage of their culture through the literature that they read either crap or Palanca best. Our Filipiniana collection for children and teenagers is very limited. With this, libraries could help by promoting the limited Filipiniana collection which will eventually create impact and encourage authors and publishers to produce more literary texts for the Filipino youth.

The scope and characteristics of Filipiniana materials depend mainly on how the library wants to build the collection. Bundoc (2013) further stated that there is no right or

wrong definition as to the scope of Filipiniana collection; it is the matter of collection development policy the library adheres. Philippine libraries may have variety forms of resources that they include in their Filipiniana collection but however different they might have been showcase the rich culture of the Philippines. This can be shown through the contents of our local literature.

It is important to note that there are many authors, readers, and books of Philippine literature. The issue that needs to be addressed is accessibility. Many books available in Luzon are not available in Mindanao, and many writers in Mindanao and the Visayas do not have their books on shelves in Luzon. The literature is there, but the reading public access to it (Calimlim, 2016). Accessibility to all kinds of resources is one of the main functions of a library, however, this can be quite challenging in the Philippine setting since the country is composed of islands which are too distant from one another. This explains why some books may not be readily available to other areas.

In a study entitled *Beyond Rizal: Philippine Literature as a Subject for Inclination of Youth's Interest towards Philippine Literature*, Antonio (n.d.) stated the following points:

“The Filipinos of this generation are gradually losing its interest and focus in its own cultural roots and slides into a rejection of its own traditional heritage and continue to lose interest in their literature because of their colonial mentality.

Although Philippine literature remains a medium of expressing the diversity and richness of our history and culture, many youths are still alarmingly ignorant about their literature. The youth's lack of interest greatly affects the state of Philippine literature.”

This is why it is very essential to revive Filipino children's interest in Philippine literature through libraries is a great way for them to appreciate and learn more about Filipino ideas, values, tradition, culture, people and places.

Grade School Learners

In order for a library to provide the age-appropriate collection to their clients, the librarian must be able to understand also the development stage they are at. Human development involves cognitive, psychosocial and moral judgment. Along these aspects, different characteristics may be observed which also has something to do with the reading preferences of the Grade School learners. First is concrete level in cognitive development. Here, tweens are expected to understand rudimentary logic, begin problem solving and understand time and spatial relationship. When it comes to their reading preference, they prefer more complex stories about family, friends and history. Second is industry vs. inferiority level in psychosocial development. In this level, tweens are expected to understand the concept of success and inferiority. Because of this, they would like to read stories that help develop a better understanding of themselves and others. Last is conventional level in moral judgement wherein children conform for the approval of others and conform to avoid disrupting social order. The reason that they prefer books which addresses peer pressure and issues of fairness (Snyder, 2017).

Age is not the only factor affecting the reading preferences of learners but also their gender. McGeown (2017) stated some reasons which include: 1) girls value reading more highly than boys and report more positive attitudes to reading; 2) girls report reading more frequently than boys; and, 3) more boys are reported reading non-fiction while girls prefer fiction.

Specifically, the library clients targeted by this study are the tweens, as some foreign literature address children that fall under intermediate level in grade school. In connection, a study by Johansson (2017) expressed that marketers see tweens as a targeting group that is very easy to reach out to, due to their vulnerability and social pressure, and they have the tendency of word-of-mouth through their peers.

Further, Wilson (2012) concluded in his study that there seems to be no distinct factors that motivate girls and boys to read, however, their reading preferences vary. This only shows that gender is a factor that needs to be considered in selecting reading materials for children for it also influences their preferences or interests which motivate them to read.

The stage where tweens are is the best time to make them appreciate Philippine literature through Filipiniana books while spending time with their classmates or friends for they also influence each other a lot. With this in mind, a school library really has a lot to do in terms of promoting reading, particularly our local literature. A school library has

the opportunity to be an equalizing force in learner's lives (Niemann, 2016). Sometimes, even if there are no enough resources for Philippine literature for a learner in their house or in the classroom, the library could be the one to fill that inadequacy of Filipiniana books for them.

Synthesis

Even if there is not one exact research similar with this study, there were a good number of related articles and studies which tackles marketing strategies, Filipiniana collection, Philippine literature and the characteristics of grades school learners as readers, as well as, about tweens. All of these have helped the researcher gain insights to develop this study.

The articles written by Padua (2015), Enache and Simona (n.d.), Lagarde (2013), Russo (2017), Kotler and Armstrong (2011), Dowd (2013), Niemann (2016) and Dongardive (2013) discussed about the library marketing strategies in the libraries. They shared some significant points about marketing and suggested some strategies to promote the library and its resources. On the other hand, the studies made by Fabia (2012), Nabus (2007) and Gupta and Savard (2010) also gave helpful ideas about marketing the library and its resources and services.

The researcher also made it a point to read articles related with Filipiniana collection, as well as, the Philippine literature from authors like Tarlit & Arlante (2001), Medina (2010), Gagatiga (2005) and Sierras & Cordova (2014). There were also studies made by Bundoc (2013), Calimlim (2016) and Antonio (n.d.) who also provided valuable findings regarding the issues and important ideas about the Filipiniana collection and Philippine literature.

There were also a good number of articles and studies that mainly discusses the Grade School learners, as well as, about the so-called tweens in the intermediate level like that of Witteveen (2015), Lyttle and Walsh (2017), Snyder (2017), Johansson (2017), Chavez (2017), Lade (2014) and Acupan (2008). They have shared their views about a variety of aspects about intermediate learners as readers, their reading preferences and characteristics that help the researcher understand this group better.

Conceptual Framework

The richness and quality of a library collection is essential in any school library. But more important than these are the people who manage the library, especially the librarian. The proper skills and strategies of a librarian are essential to promote library collection and services. This will somehow determine the success of making the learners and faculty maximize the available library resources.

A librarian's creativity and innovativeness can help in promoting the love for reading and the maximum utilization of any collection, such as the Filipiniana books, to faculty and especially the learners through a marketing plan. With consideration on their academic needs, the librarian may either create promotional strategies or activities directly to learners or seek the help of the teachers. The teachers are very essential allies of the library to better promote the maximum use and love for reading Filipiniana books to the learners. Their familiarity on the collection will help them to maximize the use of available Filipiniana resources to their instruction or during their recreational activities with the learners to expose them and develop their interest and eventually give more importance to Philippine literature. Teachers may also use them for personal readings or professional research for information. Once the learners are more exposed and familiar with the Filipiniana collection, it will be natural or automatic for them to consider reading or borrowing the books in this section and make them their primary source of information for research purposes and entertainment or leisure reading for maximum utilization.

All of these are very important to consider in developing a holistic kind of library marketing plan which caters not only to the clients but also to the library service providers. These three (3) important groups of people -- the librarian, learner and teacher, must work hand-in-hand to achieve the deeper purpose of this library marketing plan which is to build

and inculcate a lifelong love for reading Filipiniana books. The diagram below shows the conceptual framework of this study:

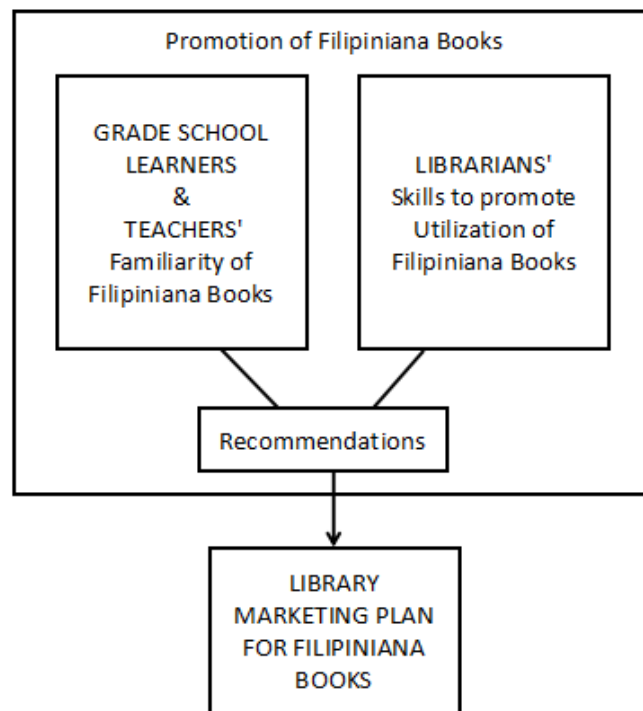


Figure 1. Conceptual Framework

Research Problems

The researcher aims to design a marketing plan to promote reading of Filipiniana books to the Grade School Learners at Colegio San Agustin Binan, Laguna. Specifically, this study aims to answer the following questions:

1. How familiar and useful are the Filipiniana collection to the grade school learners and teachers?
 - 1.1 Frequency of library visit
 - 1.2 Familiarity on Filipiniana collection
 - 1.3 Borrowing
 - 1.4 Frequency of borrowing
 - 1.5 Reason for using
 - 1.6 Fondness of reading
 - 1.7 Favorite Filipiniana book
 - 1.8 Reason for borrowing
 - 1.9 Experience on using Filipiniana for instruction
2. What skills do librarians need to promote the utilization of Filipiniana collection?
3. What recommendations do the teachers, librarians and learners give to promote the utilization of Filipiniana collection?

4. Based on the findings of the study, what marketing plan can be designed and developed?

Definition of Terms

Filipiniana is a collection of books in the library about the Philippines written in any language by Filipino or foreign author (Ubay et al., 2013).

Library collection is the foundation of a library and consists of information sources to provide for user needs (Mairaj & Naseer, 2013).

Library services involve adequacy and organization of library collection, circulation system and reference service (Mairaj & Naseer, 2013).

Marketing is an approach to identify user needs and be able to provide services to help learners appreciate books, reading and the library (Assembling the Pieces of a Systematic Review: A Guide for Librarians, 2017)

Marketing Plan is a systematic road map or plan of action that guides the marketing process (Lucas-Alfieri, 2015).

Tween is a male or female with ages 9 to 14 years old who is undergoing puberty stage where they experience physical, intellectual and emotional development. They mostly belong to the intermediate level in grade school (Lyttle & Walsh, 2017).

CHAPTER 2

Methods

Research Design

This study used a descriptive method of research. Descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study (The Association for Educational Communications and Technology, 2001). Descriptive research focuses on what rather than the how and why. In such research [descriptive], the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships (Nassaji, 2015).

In this study, the researcher aims to identify the reading preferences of grade school learners to find appropriate marketing plan to encourage them to read and explore Filipiniana collection. Inputs, such as suggestions or recommendations, from the librarians and teachers are also gathered to add value in the creation of the proposed marketing plan.

Sampling and Participants

The participants for this study included are grade school intermediate (Grades 4-6) learners of Colegio San Agustin-Biñan, Grade School faculty and the librarians. The

profile of the Grade school intermediate learners in terms of the grade level, sex and age are which are as follows:

Table 1. Profile of Intermediate Learners in terms of Grade Level

Grade Level	<i>n</i>	%
Grade 4	90	34.62%
Grade 5	88	33.85%
Grade 6	82	31.54%
<i>Total</i>	260	100%

Table 2. Profile of Intermediate Learners in terms of Sex

Sex	<i>Gr. 4 (n)</i>	%	<i>Gr. 5 (n)</i>	%	<i>Gr. 6 (n)</i>	%
Boy	45	50.00%	45	51.14%	40	48.78%
Girl	45	50.00%	43	48.86%	42	51.22%
<i>Total</i>	90	100%	88	100%	82	100%

Table 3. Profile of Intermediate Learners in terms of Age

Age	<i>n</i>	%
8 y/o	4	1.55%
9 y/o	82	31.78%
10 y/o	76	29.46%
11 y/o	80	31.01%
12 y/o	16	5.81%
<i>Total</i>	258	100%

In getting the sample size, the researcher **used** the Slovin's formula to determine the total number of target respondents for the learners.

$$n = N / (1 + Ne^2)$$

Slovin's formula is used to calculate an appropriate sample size from a population.

After determining the total number of respondents for the three grade levels, stratified random sampling **was used** to identify the sample size for each level using the formula below:

$$(\text{sample size/population size}) \times \text{stratum size}$$

A stratified sample is one that ensures that subgroups (strata) of a given population are each adequately represented within the whole sample population of a research study.

The following formulation were used to get the sample size for student respondents:

1. SLOVIN'S FORMULA

$$n = N / (1 + Ne^2)$$

$$n = 737$$

$$1 + 737 (0.05)^2$$

$$= 737$$

$$2.8425$$

$$n = 259.28 \text{ or } 260$$

2. STRATIFIED RANDOM SAMPLING

(sample size/population size) x stratum size

Table 4. No. of Target Respondents per Grade Level

Grade Level	Sample Size	Population Size	Stratum Size	Target Respondents
4	260	737	255	89.95 or 90
5	260	737	250	88.19 or 88
6	260	737	232	81.85 or 82
<i>Total</i>	780	2211	737	260

Since there were 6-7 sections in the intermediate level, 13-14 learners were asked to be respondents for each class.

Meanwhile, sixty (60) grade school faculty members and five (5) librarians **were** also included as survey respondents. All grade school teachers and librarians will be included in the survey respondents since they have fewer population.

Instruments

The survey questionnaires (Please see Appendix A, B & C) are composed of a variety of questions. Some questions can be answered through multiple choice while other questions ask for personal ideas, opinions, suggestions or comments. Survey questionnaire forms were developed as data gathering instrument for the intermediate learners, faculty and librarians.

The survey form for Grade School Learners consists of questions about their interest on Filipiniana collection (e.g. frequency of library visit, awareness on Filipiniana collection, borrowing, frequency of borrowing, reason for using, fondness of reading, favorite Filipiniana book). As for the teachers, the survey form includes questions on their awareness and the usefulness of Filipiniana collection to them (e.g. familiarity with Filipiniana collection, borrowing, frequency of borrowing, reason for using, experience on using Filipiniana for instruction). The form for librarians is concerned with their promotion for Filipiniana collection (e.g. training, skills). All survey forms include a section wherein they will write their comments or suggestions to maximize the collection.

The researcher sought the help of the grade school advisers in the distribution and collection of the survey questionnaires. Once accomplished, the advisers were requested to forward the questionnaires to the Grade School Library.

Data Gathering Procedure

A survey questionnaire was created to gather responses from the learners, faculty and librarians. Actual survey forms were distributed to learners and faculty and librarians.

The survey questionnaire were assessed and validated by the adviser and select experts in the field of Library Science. Upon the approval, the researcher wrote a permission letter addressed to the School President, Library Director and Grade School Academic Coordinator (please see Appendix D), as well as, consent forms (please see Appendix E & F) accomplished by the learners' parent, faculty and librarians regarding the implementation of the survey questionnaire to help decide in allowing their child to participate in this activity. Upon the approval of the administrators, the survey questionnaires were distributed to the learners with the help of their advisers. The instructions for answering were explained to them and they were guided until they finished the questionnaire. It took about 15 minutes to answer a one-page survey questionnaire. It was also indicated in the consent form that there is no money involved in administering the survey.

A survey is a data gathering method that is utilized to collect, analyze and interpret the views of a group of people from a target population (Sincero, 2012). These were particularly useful in gathering the responses of the learners in the aforementioned aspects (e.g. profile, preferences, etc.).

Data Analysis

The data gathered were analyzed by using a framework analysis, specifically a thematic chart. The framework analysis is flexible during the analysis process that it allows the user to either collect all the data and analyze it or do data analysis during the collection process (Srivastava and Thomson, 2009). Framework analysis involves five steps which are 1) familiarization, 2) identifying a thematic framework, 3) indexing, 4) charting, and 5) mapping and interpretation.

The researcher used percentage formulation to present the results of the learners' responses on the survey questionnaire.

$$\% = \frac{f}{N} \times 100$$

Where: % = percentage

f = frequency of respondents

N = total number of respondents

According to Gall, Gall and Borg (2007), as indicated in an article by Nassaji in 2015, the goal of a descriptive research is to describe a characteristic which is more concerned with what than how or why. This is why observation and survey are the most commonly

used tools for data gathering, as well as, frequencies, percentages, averages, or other statistical analyses to support findings.

Ethical Considerations

Permission letters (please see Appendix G, H & I) regarding the nature of the study and the distribution of survey questionnaire to the learners, teachers and librarians were forwarded first to the School President, next to the Library Director and lastly to the Grade School Academic Coordinator, as well as, a consent form (please see Appendix E to the parents of the learners and to faculty and librarians (please see Appendix F). Once approved by the mentioned authorities, the research surveys were distributed to the intermediate learners, teachers and librarians. Upon the distribution of the survey, the researcher discussed the nature and objectives of the study; explained the instructions and most importantly discussed the confidentiality of their answers and assured them that their responses were solely used for this study.

Copies of the study were given to the university library and the school, Colegio San Agustin, so that is accessible to the study participants to inform them of results and may be used by other researchers.

CHAPTER 3

Results and Discussion

This chapter presents the findings of the study which stand as answers to the research problems stated in the previous chapter. Included in this chapter are the results and discussion on the rate of familiarity of Filipiniana collection to teachers and learners, promotion of the Filipiniana collection by the librarians, recommendations from the learners, teachers and librarians and the proposed marketing plan.

Table 5. Frequency of Library Visit as assessed by the Learners

Response	<i>n</i>	%
Daily	32	13%
1-2 times a week	101	42%
Once a month	92	38%
Never	17	7%
<i>Total</i>	242	100%

Table 1 shows that intermediate learners who visit the library daily is 13%; 1-2 times a week is 42%; once a month is 38% and some who never visit the library is 7%. Reasonably, the class schedule of intermediate level have longer periods than that of primary level, thus, there is more demand for academic work. Among the three (3) levels in Intermediate,

Grade 4 and 5 learners are the most frequent in the library than Grade 6 learners since there were times that they were not able to go to their library period classes. Generally, Grade 6 learners also have plenty of extra-curricular activities compared with other grade levels since they already have varsity training and they also lead club meetings or activities.

In the K-12 Basic Education Curriculum, a table on time allotment for every learning area is presented. Here, it will be noticed that the time allotted for each subject increases from one grade level to the next. Like for example, Grade One requires 270 minutes for all subject areas while Grade Four requires 360 minutes. This shows how intermediate level requires more time for academic activities than primary level.

Table 6. Familiarity on Filipiniana Collection as assessed by the Learners and Teachers

Response	<i>Learners (n)</i>	%	<i>Teachers (n)</i>	%
Yes	189	73%	29	87.88%
No	71	27%	4	12.12%
<i>Total</i>	260	100%	33	100%

Table 2 shows that 73% of the intermediate learners are familiar with the Filipiniana collection and 27% are not. Yearly, during the start of the academic year, all levels are given library orientation where all the sections of the Grade School Library, including the Filipiniana, are introduced to them so they will be more familiar with the location of the books they need or want to read. Along with learning about library resources, the LOS

gives the student time to ask questions and build a rapport with the library personnel (Baca, 2014).

Table 2 also shows that 87.88% of the faculty are familiar with the Filipiniana collection while 12.12% are not familiar. Unlike learners who receive library orientation yearly, teachers, most especially the new ones, do not have this kind of activity which could be the reason why some of them are not familiar with this particular collection. This suggests the claim of Perkins (2017) that library orientation for teachers is important to let them know of the library resources and to set the library atmosphere for the rest of the school year.

Table 7. Borrowing from Filipiniana Collection as assessed by the Learners and Teachers

Response	Learners (n)	%	Teachers (n)	%
Yes	47	18%	11	34.38%
No	210	82%	21	65.63%
<i>Total</i>	257	100%	32	100%

Table 3 shows that 18% of the intermediate learners have borrowed a book from Filipiniana collection and 82% have not. This indicates the low utilization of Filipiniana materials among learners and evidently they preferred foreign books rather than Filipiniana collection.

Table 3 also shows that 34.38% of the teachers have borrowed a book from the Filipiniana collection and 65.63% have not. Likewise, the low percentage of the teachers' borrowing of Filipiniana books suggests minimal utilization.

In relation, according to de Guzman and Pannen (2004), Filipiniana is not held in high regard as part of the instructional process. Filipiniana books does not come as a primary reference or source of information for their class activities which somehow explain the low utilization of the collection.

Table 8. Frequency of Borrowing from Filipiniana Collection as assessed by the Learners and Teachers

Response	<i>Learners (n)</i>	%	<i>Teachers (n)</i>	%
Always	6	2%	1	3.03%
Sometimes	179	70%	24	72.73%
Never	71	28%	8	24.24%
<i>Total</i>	256	100%	33	100%

Table 4 shows the frequency of borrowing from Filipiniana collection wherein 2% always borrow; 70% borrow sometimes only and 28% never borrowed a book from this collection. The data seems to suggest that the frequency of borrowing from the Filipiniana collection is not as much as the books from the fiction and circulation collection.

Table 4 also shows that 3.03% of the faculty always borrow books from the Filipiniana collection; 72.73% sometimes borrow and 24.24% never borrowed a book from

this collection. The frequency of borrowing in the Filipiniana collection is also not as much because the teachers usually use textbooks as reference for their lessons and they also have available computers with internet access in the faculty room.

In the 2017 Readership survey by the National Book Development Board (NBDB), it is stated that Filipino children and adults spend more hours reading e-books than the printed books. This statement presents the reality on the competition of books with new technology which may also affect the frequency for borrowing books in the library.

Table 9. Reason for Using Filipiniana Book as assessed by the Learners

Response	<i>n</i>	%
For Class Research	92	39%
For Assignment	45	19%
For Entertainment/Recreation	97	41%
<i>Total</i>	234	100%

Table 5 shows that 39% of the Intermediate learners use the Filipiniana books for class research; 19% for their assignments and 41% for entertainment or recreation. This suggests that most learners use books primarily for fun not just source of information for their class activities.

In the 2014 survey of Chavez, it was stated that just over 1,000 children ages 6 to 17, only 31 % said they read a book for fun almost daily. Likewise, in the 2017 NBDB

Readership survey, one of the responses with high percentage in regards with the youth's purpose for reading books is "reading for leisure" which is 22.50%.

Table 10. Fondness of Reading Books about the Filipiniana as assessed by the Learners

Response	<i>n</i>	%
Yes	152	58%
No	109	42%
<i>Total</i>	261	100%

Table 6 shows 58% of the Intermediate learners are fond of reading books about the Philippines and Filipinos or stories written by Filipinos while 42% are not. This seems to suggest that most learners are fond of reading Filipiniana books which also explains the two emerging themes from the framework analysis: 1) experience on the world of Filipiniana books and 2) knowledge and understanding of the Philippines and its richness.

Further, Intermediate learners have a variety of reasons for liking or not liking Filipiniana books. There were some who likes to know more about the Philippines including history, heroes, games, literature and its people. One of the respondents stated "*Para naman may alam ako sa bansa/kapwa Pinoy natin.*" However, some of them are not fond of reading Filipiniana books since they find it boring, not interested, not familiar, no time but some just have not tried reading it yet and others have language concerns. "*Because I can't understand that much Filipino,*" one pupil responded.

In connection with the NBDB (National Book Development Board) 2017 Readership Survey, there is a strong preference by children respondents for both Filipino and foreign authors which is 79.18% as opposed to those who prefer reading foreign authors only in 4.61% and those who prefer reading Filipino authors only in 16.21%. Fortunately, Filipinos are into reading Filipino-authored books. However, there is a strong competition with foreign books which needs to be balanced.

Table 11. Favorite Filipiniana Book as assessed by the Learners

Response	<i>n</i>	%
Yes	33	14%
No	201	86%
<i>Total</i>	234	100%

Table 7 shows that 14% of the Intermediate learners have a favorite Filipiniana book and 86% do not have. Most of them like fiction over non-fiction Filipiniana books. This suggests that most number of learners have not fully appreciated Filipiniana books.

The NBDB 2017 Readership survey showed that 72.67% of youth preferred picture books and storybooks for children while only 59% preferred reference books (e.g. encyclopedia, almanac, dictionary, thesaurus, atlas and maps). A higher percentage of children really prefer fiction compared with non-fiction books.

Table 12. Reason for Borrowing a Book from Filipiniana Collection as assessed by the Teachers

Response	n	%
For Class Instruction	14	48.28%
For Research	9	31.03%
For Entertainment/Recreation	6	20.69%
<i>Total</i>	29	100%

Table 8 shows that 48.28% of the faculty use Filipiniana book for class instruction; 31.03% use the books for research and 20.69% for entertainment or recreation. Filipino and Social Science teachers are the ones who usually borrow books in the Filipiniana collection for their class instruction. An English teacher also borrows from this collection for recreation purposes.

In the study conducted by de Guzman and Pannen (2004) which states that to learn Filipiniana means *“to understand the behavior of Filipino, to see changes, to have knowledge about the past and the future of Filipino’s culture, to learn to express oneself and to be identified with one community/group in the Philippines, and to get connected to each other.”*

Table 13. Experience on using a Filipiniana Book for Class Instruction as assessed by the Teachers

Response	<i>n</i>	%
Yes	10	31.25%
No	22	68.75%
<i>Total</i>	32	100%

Table 9 shows that 31.25% of the faculty experienced using a Filipiniana book in their class instruction while 68.75% have not. Some teachers find the Filipiniana collection helpful as reference and class activities like one response which stated *“it gives additional information about a certain topic in Philippine history and culture.”*

In connection, according to Fernandez (2002), as stated in the study of de Guzman and Pannen (2004), Filipiniana is given marginal consideration in education. This suggests that Filipiniana books are not a priority when it comes to references for class instruction. Teachers usually turn to foreign books which are based on Western setting and ideas.

2. Skills on the Promotion of Filipiniana collection by the Librarians

The important skills for a librarian to market the Filipiniana collection include management, organizing, creativity, teaching/ instruction, coordination/collaboration, marketing, customer service and, communication. This suggests that developing these skills is necessary for librarians to help them execute the marketing plan effectively.

According to Santos (2017), traditional skills (e.g. cataloging and classification; indexing and abstracting; and library management) and non-traditional competencies (e.g. communication skills, advocacy skills, teaching skills, and technological skills) are vital competencies of a librarian.

3. Comments or suggestions of respondents to maximize the use of Filipiniana section

The respondents' recommendations for the maximum use of Filipiniana collection include 1) improve collection development program; 2) improve space, facilities and physical arrangement; 3) review Library Instruction Program; 4) improve promotional strategies; 5) collaborate with teachers; and, 6) improve services. Views and suggestions from the learners, teachers and librarians determine their needs and wants for the library and its collection which also helps in the creation of an effective plan.

In an article entitled library promotion practices and marketing of library services by Pradhan (2014), he mentioned the five (5) laws of Ranganathan wherein one states that a library is a growing organism. Therefore, a librarian must continuously assess what needs to be improved in the library to promote the library well for maximum use by teachers and learners, and to grow and develop along with the changing times.

4. Proposed Marketing Plan

The marketing plan is the result of the analysis of the data gathered from the survey respondents. It was designed to promote the utilization for reading, research and instruction for teachers and most importantly to Grade School Learners. This will be implemented by the librarian with the guidance of the library director and assistance from the staff. All data gathered from the learners, teachers and librarians were organized and analyzed to pick up ideas and information needed to create the marketing plan. The plan's elements consist of an Overview; Situation analysis; Market research; Goals and objectives; Marketing strategies; Implementation, controls and evaluation. The overview discusses the background and rationale of the marketing plan. Second is situation analysis which provides the strengths and weaknesses, as well as the opportunities and threats on the Grade School Library Filipiniana collection. Next is market research which presents the findings of the study. Fourth is goals and objectives which directs the marketing strategies of the plan. The marketing strategies, on the other hand, present the activities, personnel involved, expected outcome and budget needed to implement the plan. Last is implementation, controls and evaluation which provide how the survey will be assessed by the library users.

CHAPTER 4

Summary, Conclusions and Recommendations

This chapter presents the summary, the conclusions and recommendations which expound the importance of its findings and highlights its contributions to the development of the proposed marketing plan for the utilization of Filipiniana books among Grade School learners.

Summary of the Study

1. Rating in the familiarity and usefulness of Filipiniana collection to Teachers and Learners

Most Grade School learners and teachers are familiar with Filipiniana collection, however, they do not borrow them often which indicates low utilization of the books for research and instruction.

2. Skills on the Promotion of Filipiniana collection by the Librarians

Librarians identified variety of skills to promote Filipiniana collection which include management, organizing, creativity, teaching and instruction, coordination/collaboration, marketing, customer service, and communication.

3. Recommendations of respondents to maximize the use of Filipiniana section

The learners, teachers and librarians provided helpful recommendations to develop an effective marketing plan in promoting Filipiniana collection which are improvements on collection, space, facilities, physical arrangement, promotional strategies, services, instruction program and collaboration with teachers.

4. Proposed marketing plan

A proposed library marketing plan in promoting Filipiniana books among Grade School Learners was created to further strengthen the utilization through research, reading and instruction for learners and teachers.

Limitations of the Study

Colegio San Agustin-Biñan libraries cater to learners from preschool to college level. Each library has a Filipiniana section and contains a variety of sources appropriate for each level. All learners are provided access to the libraries for their needed sources in their studies, research or assignment. All libraries have an open shelf system which makes it easier for learners and teachers to browse through the reading materials including the Filipiniana books. Thus, making this school a suitable site for this study for the availability of Filipiniana books and the user's experience. However, this study is limited to the data

gathered from the grade school intermediate learners of Colegio San Agustin-Biñan regarding their personal interests and views about the Filipiniana collection of the library.

The intermediate learners were asked to be the survey respondents. Borgers, de Leeuw and Hox (2000) state that children ages 4-7 still has a very limited language and they are very suggestible unlike children in their tween years that have sufficiently developed language and reading skills. Profiling of learners, on the other hand, included the primary level (Grades 1-3).

Intermediate learners with ages from 10 to 12 are also called tweens in some current literature. A tween is a child between the ages of 9 and 12. A tween is no longer a little child, but not quite a teenager. They are in between the two age groups and their behavior and emotions reflect that (O'Donnell, 2017).

..tweens greatly influence which novels for youth are popular, which sell the most, and which books become films. They often are adept readers who enjoy a variety of books and can read at or above their grade levels (Peck, 2010). The primary grade learners see the tweens as their older brothers and sisters which greatly influence their reading choices. Also, tweens are pre-teens which are starting to establish their preferences in the kind of books they read. Therefore, this age group between the child and the teenage stage would be the most appropriate respondents for this study.

Intermediate learners mainly read because they perceive reading as important. They feel that they will gain something or they will be successful if they read. They also read for grades, rewards and recognition. Personal interests and characteristics of the books influence the learners to pick up a book and read (Hemedes, 2014). Creating a library marketing plan for this particular group of learners may influence other groups of children or readers to use the Filipiniana collection.

Other than the intermediate learners, Colegio San Agustin-Biñan's faculty and librarians will also be included as survey respondents for their inputs and their thoughts on Filipiniana collection are essential for the development of the marketing plan.

Conclusion

The following conclusions were made based on the findings of this study:

1. Familiarity on the Filipiniana collection by teachers and learners will help them to realize its importance in their instruction and studies;
2. Librarians need to enhance their skills in promoting Filipiniana books, and the collection, in general to maximize library use;
3. Grade School learners, teachers and librarians' views are necessary to make an effective marketing plan for Filipiniana books, and
4. A library marketing plan is a good tool to organize steps in promoting Filipiniana books among Grade School Learners.

Recommendations

The following recommendations are brought about by the findings of this study:

1. A policy on the integration of Filipiniana collection in the research and instruction of different subject areas.
2. Library organizations to conduct seminar/workshop activities related with skills enhancement including marketing strategies of the library and its collection, like Filipiniana.
3. An assessment on the effectiveness of the proposed library marketing plan for the Filipiniana collection.
4. A study regarding the impact of promoting Filipiniana books on appreciation of local literature to learners and teachers.

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APPENDICES

APPENDIX A

SURVEY QUESTIONNAIRE FOR INTERMEDIATE LEARNERS

Directions: Read each question carefully. Please check the information that applies to you or fill in the blank with the information called for.

A. Pupil's Profile

Grade Level	4	5	6		
Gender	Boy	Girl			
Age	9	10	11	12	13
Frequency of library visit	Daily 1-2 times a week Once a month Never				

B. Interest on Filipiniana collection

1. Do you know the Filipiniana section of the library?	Yes	No	
2. Have you borrowed a book from Filipiniana section?	Yes	No	
3. How often do you borrow books here?	Always	Sometimes	Never
4. What is your reason for using a book from Filipiniana section?	For class research For assignment For entertainment/recreation		
5. Are you fond of reading books about the Philippines and Filipinos or stories written by Filipinos?	Yes Why? _____ No Why not? _____		
6. Do you have a favorite Filipiniana book?	Yes		
	No If yes, please write the book title: _____		

C. Comments/Suggestions

APPENDIX B

SURVEY QUESTIONNAIRE FOR TEACHERS

Direction: Please check the information that applies to you or fill in the blank with the information called for.

A. Awareness and Usefulness of Filipiniana collection

1. Are you familiar with the Filipiniana collection of the library?	Yes No
2. Have you borrowed a book from Filipiniana section?	Yes No
3. How often do you borrow books here?	Always Sometimes Never
4. What is your reason for using a book from Filipiniana section?	For class instrction For research For entertainment/recreation
5. Have you experienced using a particular Filipiniana book for your class instruction?	Yes Please describe briefly how it was helpful: _____ _____ _____ _____ No

B. Comments/Suggestions

Do you have any comments or suggestions to improve the maximum use of Filipiniana collection?

APPENDIX C

SURVEY QUESTIONNAIRE FOR LIBRARIANS

Direction: Please check the information that applies to you or fill in the blank with the information called for.

A. Promotion of Filipiniana collection

1. Have you attended any seminar regarding promoting or marketing library resources?	Yes Please indicate the title of the seminar: _____ _____ No
2. Have you attended any seminar in relation with Filipiniana collection?	Yes Please indicate the title of the seminar: _____ _____ No
3. In your opinion, what skills are important for a librarian to market the Filipiniana collection better?	_____ _____ _____ _____

B. Comments/Suggestions

Do you have any comments or suggestions to improve the maximum use of Filipiniana collection?

APPENDIX D

PERMISSION LETTER TO SCHOOL PRESIDENT

June 13, 2018

REV. FR. ROMMEL D. PAR, O.S.A.

President
Colegio San Agustin
Biñan City, Laguna

Thru : **REV. FR. GENEROUS P. GONESTO, O.S.A.**
Library Director

Dear Rev. Fr. Par:

Greetings!

The undersigned is a graduate student of the Philippine Normal University, taking up Master of Arts in Education with Specialization in Library and Information Science and is currently working on a thesis entitled **"A Marketing Plan in Promoting Reading of Filipiniana Books for Grade School Learners."**

In line with this, I would like to ask permission to conduct a survey in Colegio San Agustin community, specifically Grades 4-6 pupils, the Grade School faculty and librarians, to gather data which will solely be used for this study. Attached is a copy of the letter addressed to the parents, faculty and librarians with the consent forms and survey questionnaire.

I would appreciate your assistance and support in this particular research endeavor.

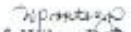
Thank you very much.

Sincerely,


Glenn Jay B. Abad
Researcher

Noted by:


Mrs. Angelita Vilma C. Adelantar
Grade School Academic Coordinator


Prof. Wilma B. Porteza
Adviser

COLEGIO SAN AGUSTIN Biñan City, Laguna <i>Office of the President</i>	
Received by:	
Date & Time:	June 13, 2018 10:30 AM
ACTION TAKEN:	
☒	Approved
☐	Recommending Approval
☐	Disapproved
☐	Referred to _____
FOR:	
☐	Decision
☐	Evaluation / Comments
☐	Implementation
☐	Enclosurement
☐	Validation
☐	Filing
☐	Disposal
 President	

APPENDIX E
INFORMED CONSENT FORM (FOR PARENTS)

TITLE OF STUDY: A Marketing Plan in Promoting Reading of Filipiniana Books Among Grade School Learners

RESEARCHER: Glenn Joy B. Abad

Parents of the learners are being given this form because the children are asked to be part of this study for a survey regarding the reading of Filipiniana books. Parents will be asked to read and sign this form to signify that they are allowing their child to participate in this study.

Purpose of the survey:

Filipiniana books are written by Filipino or foreign authors about the Philippines written in any language and are also published locally. These set of books are rich in content and most importantly focuses on the essential facts or ideas about our identity as Filipino and about our country, however, they are the ones usually neglected in the library or even bookstores. It is the aim of the researcher to study how they may be effectively read and used by the teachers and most especially the learners.

Procedure:

The researcher used the stratified random sampling in order to determine the number of learners to serve as respondents for this study. ____ learners will be the target respondents.

All the parents of the learners are sent this form to determine if they allow their child to participate in this study and given a week to decide. Once approved by parents, the survey will be scheduled. Prior to the answering of survey, the researcher will explain the instruction on how the survey will be accomplished. The survey will take about 15 minutes of the respondents' time.

Being a participant in this study is voluntary and optional.

Risks:

There is no major risk involved in this study.

Confidentiality:

The participants can be assured that the researcher will protect their privacy and will use the data for this study alone.

Costs/Payment:

No payment is needed to conduct this survey.

Right to Refuse:

The parents and the child are given the freedom to refuse to let their child participate in this study if they decide not to.

Persons to contact:

For any query or clarification, please contact me at 09955341651 or send an email to abad.gjb@gmail.com

Thank you for your cooperation.

Certificate of Consent

I have read this form and have been informed about the purpose, benefits or risk to my child. I understand that the purpose of this survey is to determine the level of interest by children in the Filipiniana collection and how they may be used effectively by both the learners and teachers with the help of librarians. I also understand that this survey is voluntary.

Name: _____
Printed name & signature

Date: _____

APPENDIX F

INFORMED CONSENT FORM (FOR FACULTY & LIBRARIANS)

TITLE OF STUDY: A Marketing Plan in Promoting Reading of Filipiniana Books Among Grade School Learners

RESEARCHER: Glenn Joy B. Abad

Teachers and librarians as respondents are being given this form because they are asked to be part of this study for a survey regarding the reading and use of Filipiniana books. Participants will be asked to read and sign this form to signify that they agree to participate in this study.

Purpose of the survey:

Filipiniana books are written by Filipino or foreign authors about the Philippines written in any language and they are also published locally. These set of books are rich in content and most importantly focuses on the essential facts or ideas about our identity as Filipino and about our country, however, they are the ones usually neglected in the library or even bookstores. It is the aim of the researcher to study how they may be effectively read and used by the teachers and most especially the learners.

Procedure:

Since there is a sufficient number of teachers and librarians as respondents in the school, the researcher opted to include each one. Sixty (60) teachers and five (5) librarians will be the target respondents.

All participants are sent this form to determine if they are willing to participate in this study and given a week to decide. Once approved, the survey will be scheduled. Prior to the answering of survey, the researcher will explain the instruction on how the survey will be accomplished. The survey will take about 15 minutes of the respondents' time.

Being a participant in this study is voluntary and optional.

Risks:

There is no major risk involved in this study.

Confidentiality:

The participants can be assured that the researcher will protect their privacy and will use the data for this study alone.

Costs/Payment:

No payment is needed to conduct this survey.

Right to Refuse:

The selected survey respondents are given the freedom to refuse to participate in this study if they decide not to.

Persons to contact:

For any query or clarification, please contact me at 09955341651 or send an email to abad.gjb@gmail.com

Thank you for your cooperation.

Certificate of Consent

I have read this form and have been informed about the purpose, benefits or risk. I understand that the purpose of this survey is to determine the level of interest by children in the Filipiniana collection and how they may be used effectively by both the learners and teachers with the help of librarians. I also understand that this survey is voluntary.

Name: _____
Printed name & signature

Date: _____

APPENDIX G
LETTER TO PARENTS

June 2018

Dear Parents,

Greetings!

I am Glenn Joy B. Abad, a Grade School Library assistant of Colegio San Agustin library and a graduate student of the Philippine Normal University, taking up Master of Arts in Education with Specialization in Library and Information Science and is currently working on a thesis entitled **“A Marketing Plan in Promoting Reading of Filipiniana Books for Grade School Learners.”** The study is aimed at designing a marketing plan to stimulate reading of Filipiniana books to the Grade School learners.

To gather the data for the said study, your child is part of it, as a respondent who will answer the questionnaire. Rest assured that the information from this survey will be confidential and will be solely used for the purpose of the present study. Attached is a copy of the survey questionnaire.

Please complete the reply slip below which certifies that you have allowed or refused your child to participate in this study. Kindly check your response.

Your help is very much appreciated. Thank you.

Sincerely yours,

Glenn Joy B. Abad
Researcher

REPLY SLIP

____ YES, I allow my child to participate in this study.

____ NO, I do not allow my child to participate in this study.

Parent's Printed Name & Signature

Date

APPENDIX H
LETTER TO FACULTY

June 2018

Dear Faculty Respondent:

The undersigned is a graduate student of the Philippine Normal University, taking up Master of Arts in Education with Specialization in Library and Information Science and is currently working on a thesis entitled **“A Marketing Plan in Promoting Reading of Filipiniana Books for Grade School Learners.”**

The purpose of this questionnaire is to design a marketing plan to stimulate reading of Filipiniana books to the Grade School learners.

All information gathered will be solely used for the purpose of the present study. Please do not leave any questions unanswered.

Thank you.

Sincerely yours,

Glenn Joy B. Abad
Researcher

APPENDIX I
LETTER TO LIBRARIANS

June 2018

Dear Librarian:

The undersigned is a graduate student of the Philippine Normal University, taking up Master of Arts in Education with Specialization in Library and Information Science and is currently working on a thesis entitled **“A Marketing Plan in Promoting Reading of Filipiniana Books for Grade School Learners.”**

The purpose of this questionnaire is to design a marketing plan to stimulate reading of Filipiniana books to the Grade School learners.

All information gathered will be solely used for the purpose of the present study. Please do not leave any questions unanswered.

Thank you.

Sincerely yours,

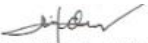
Glenn Joy B. Abad
Researcher

CERTIFICATION OF CONTENT AND FACE VALIDITY

FOR ACTUAL QUESTIONNAIRE

This is to certify that the undersigned has reviewed and confirmed the content and face validity of the research instruments of Ms. Glenn Joy B. Abad for her study entitled “A Marketing Plan in Promoting Reading of Filipiniana Books among Grade School Learners.”

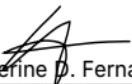
Issued this 25th day of June year 2018.


Ms. CARMELA OLIVER MIRALLES-CHUA
Printed Name over Signature

Designation : Senior High School Faculty Member
Institution : Colegio San Agustin


Gay E. Reyes, RL
Printed Name over Signature

Designation : Librarian
Institution : PAREF WOODRUSE SCHOOL, INC.


Catherine D. Fernando
Printed Name over Signature

Designation : Librarian
Institution : Rizal Library, Ateneo de Manila University

FRAMEWORK ANALYSIS FOR THE RESPONSES OF INTERMEDIATE LEARNERS ABOUT FONDNESS OF READING FILIPINIANA BOOKS

Responses	Initial Coding Framework
If it is in English.	Prefers Filipiniana books in English
Yes because I learn a lot from them.	Gain knowledge
Because I can get a lot of information.	
Because books are very fun to read and so that I could learn more words and to exercise my brain.	
Because I want to learn more and read stories.	
Yes because the Filipiniana books made me smart	
Because they can be very helpful for your studies.	Useful references
Because they provide history and legends that are fun to listen to.	Good stories
Because it's sometimes funny or a good story.	
Because I want to know the history of our country as I read about our country (Philippines).	Know more about Philippine history
So I can learn more about our history and past.	
To know about history.	
Yes sometimes to know the history of the Philippines.	

I love history.	
To know the history.	
Because I am very interested in history.	
Because they are historical and fun to know them.	
Because I'm interested of the history of the Philippines.	
Because Filipino book is about history and story.	
Because I learn about the history of the Filipinos	
Because I like history and I like the game dominations	
Because I want to know more about Philippines.	Know more about Philippines
Because I can learn about the culture and history about the Philippines.	
To know more about Philippine history.	
Because I like reading culture and stuff about the Phils.	
To learn more about Philippine culture.	
Since I am a Pilipino, I have to learn about my country.	
I want to know more about our country.	

To learn more about Philippines.	
Yes, because it entertains me of the culture of the Philippines.	
Because it reminds me of the heroes, culture and events of a Filipino.	
Because I want to know about the Philippines.	
To know about the Philippines	
Because I can know what they do and what does the Philippine is like.	
Because I learn about the whole Philippine	
Because it's fun to read books about the Philippines	
So we can learn about Philippines	
Because I love to learn about Philippines and some parts of it	
Because it will help me know more about the Philippines	Learn more about Filipinos
To enhance my knowledge in Filipino.	
Because it helps me study about the Filipinos.	
Because I want to be aware about Filipinos.	
I want to know how Filipinos tell stories about their lives.	

I could know Filipino.	
For entertainment.	For Leisure
Because it is fun and entertaining.	
Because they are interesting.	
Because I like them and I can be entertained	
Because I get entertainment and I like it	
Cause I love reading books about Philippines	Loves Philippine stories
Because I like borrowing books	Loves reading or borrowing books
Because I sometimes read.	
Because I am a Filipino.	Patriotism
Because it's in our language and culture	
Because it inspire me.	Brings inspiration
Because it teaches you what stories have been written by Filipinos.	Familiarizing Philippine literature
Informative	Gain knowledge
Because I want to know something.	
Reading books about Filipinos and topics about us can make us to be enriched with information.	
Because I want to know more stories.	
Because it can teach me a lot of things	

I want to learn	
To know more information	
Because the stories are great and it is interesting	Good stories
Because I love books and moral stories.	
Because I love stories in books.	
Because I want to learn about the stories	
Because it is so interesting and it is nice to read it	Interested in reading Filipiniana books
They're interesting and I love reading stories about our country	
Cause I find them interesting	
I love reading Filipino books but we have are [our] own so I don't borrow and I love the Filipino history.	
Because I'm interested by these books	
So I can know the past/old games	know more about Philippine games
Because I want to know our heroes.	know more about Philippine heroes
To know about the history of the Philippines	Know more about Philippine history
Because I love Filipino history.	
Because it show Philippine historical events.	

Because I want to learn about the history of the Philippines.	
To learn more about the Philippine history.	
I can learn the history of the Philippines.	
Because I want to know about Philippine history	
Because it tells us all about the history of our country	
Because I like the history and amazing stories written by the author	
Because it tells us what happened to the past	
Cause I will get a moral and I can research what happened past years	
Because of the history of the Philippines	
Cause it helps me discover unknown things and brings me back to the old days.	
Because I want to learn about our country	Know more about the Philippines
It gives me more knowledge about Filipino heritage.	
To understand more about the Philippines.	
It inspires me to learn more about my country.	

To know more Filipino culture.	
Because I want to learn more about the Philippines.	
Because of the evolution of the Philippines	
To learn more about the Philippines	
Because I learn more about my culture	
Because it's the culture of the Philippines	
Because it entertains me and have good reading skills	For leisure
Because it entertains me.	
Because I believe it is important to learn about my country	Patriotism
Para naman may kaalaman ako tungkol sa bansa/kapwa pinoy natin.	Patriotism
But sometimes only for assignments.	Useful references
Because sometimes it is in our lessons	
Because I can understand it more	Easy to understand
Because it's much easier for me to understanding Tagalog.	
It's interesting and easy to read because it is in Tagalog	
because they are very interesting	Finds Filipiniana books interesting

Because sometimes they are fascinating and you can learn more from them	Gain knowledge
Because I learned a lot	
Actually only sometimes, because I learn something new about our country.	
It helps me learn more about our country.	
They can be a great help on research.	Useful references
Because I like reading folktales and alamats	Good stories
It's mostly fictional	
Because the stories are nice	
The stories or legends have great storylines that fascinate me.	
To know about more of the Philippine stories.	
I love reading the true horror stories.	
They are good.	Good stories/references
It is good.	
Bayani.	Know more about Philippine heroes
Because I like knowing histories	
Because I'm interested in the history of the Philippines	
To know and learn the history	

Because it helps me know Philippine history.	know more about Philippine history
To know when it happened or what happened.	
There of us Filipinos' history to know what is the life of ours when we were not born.	
Because it tells us about our past.	
Because I can learn more about history of Filipinos.	
I like to know how they do long time ago.	
I will know more about our history.	
Because the books tell about the history of Filipinos.	
Because it's history.	
Because I like to learn about the history of the Philippines because it is interesting.	
It is interesting when you read it about history.	
Because this is the history of the Filipinos.	
to know their history	
I just want to know things about my country. Curiosity strikes me	Know more about Philippines
To know more about the Philippines	

Because I will know something about the Philippines	
To know more about Philippine culture and history	
To know more about our culture and history	
I want to know some about the Philippines and Filipino author.	
To know more about them.	
Because its fun and you learn about Filipino.	
I love reading a lot of books especially about Philippines.	
Because it helps us to know more about our country.	
Because it's cultural.	
Because it's cultural to Filipinos	
It's entertaining.	For leisure

Final Coding Framework	Initial Coding Framework
Experience the world of Filipiniana books	Brings inspiration
	Easy to understand
	Finds Filipiniana books interesting
	Gain knowledge
	Good stories
	Useful references
Knowledge and understanding of the Philippines and its richness	Loves Philippine stories
	Familiarizing Philippine literature
	For leisure
	know more about Philippine games
	know more about Philippine heroes
	know more about Philippine history
	Know more about Philippines
	Learn more about Filipinos

FRAMEWORK ANALYSIS FOR THE RESPONSES OF INTERMEDIATE LEARNERS ABOUT NOT BEING FOND OF READING FILIPINIANA BOOKS

Responses	Initial Coding Framework
Because sometimes I see it already in my AP book and I can research it on the internet	Does not find it helpful
Because I don't really go to the library	Does not visit the library
Boring. I find movies more interesting.	Finds it boring
I can't understand them because they are written in Filipino.	Language concern
Because I can understand English and there is a lot of Filipino words that I don't know	
Because sometimes I can't understand some words in Filipino	
No time to read a book.	No time
Because I don't have time to read it.	
Cause sometimes I can't read it.	
Because I have no time for reading books	
Because I don't see Filipino books.	Not familiar
Because I don't know that book	
Because I am not interested.	Not interested
Cause I'm more interested in American and Japanese history.	
I am not interested.	

I do not go to the Filipiniana section.	
No I don't like reading Filipino books.	
I am not that interested in it.	
Because I don't like Filipiniana	
No because I'm not that interested in those books that much	
Because I haven't borrowed from there yet.	Not tried reading Filipiniana book
I haven't found a book I am interested at.	
Because I don't go here that often.	Does not visit the library
It's hard for me to understand	Language concern
Because I can't understand that much Filipino.	
Sometimes I can't understand the sentence	
Because sometimes I have no time.	No time
Cause sometimes I'm busy studying that's why I can't read a lot. I read Philippines and Filipinos or stories written by Filipinos.	
Because I go home early so that I can't finish reading	
Because most of the time I am in a rush and I have no time	
Because I read English stories	
Because I often read Math books	Not interested

Because it's not my interest.	
No, I only read Filipino stories in AP and Filipino subject.	
I prefer English books.	
Not my interest.	
Because I don't really read Fil books	
I don't like reading books much.	
I am into encyclopedia and other books about space or history	
Because I don't read a little about the Philippines story	
Because I don't often read books about fairy tales I only read dictionaries or books like those.	
Because I like reading encyclopedia more.	
I do not have any interests on these types of books	
Because I don't read books	
Because I'm reading popular books but I'll try.	
Because I am more focused on fiction.	
I often come here because I read Guinness World Records.	
Because I don't like to reading books sometimes	

Have not tried reading a Filipino book and more interested in English books	Not tried reading Filipiniana books
I never read one before	
Not familiar.	
I don't often borrow at the library. Because I have a lot at home.	Has own book collection
because I don't understand it that much therefore I don't enjoy it	Language concern
Not that interesting doesn't understand some Filipino words or terminologies	
No because sometimes I don't understand the meaning and they are not easy to.	
Cause for me Tagalog is kinda hard to understand and disclaimer I'm not American.	
Because I have no time for reading books.	No time
I haven't seen one yet.	Not familiar
Because I didn't read any Filipino book in here.	
I'm not really interested in them	
It doesn't interest me	
I'm not really fond of reading books about Philippines my favorite books, mostly english like Harry Potter and Geronimo Stilton	

Not interested	Not interested in Filipiniana books
Because not my interest.	
Because I prefer fictional books more.	
I am not interested those kinds of books.	
I don't want to.	
because I don't want to	
I only am interested in books about mystery.	
Because I am not interested in topics that include history	
I'm not a fan of books	Not interested in reading books
I don't like reading.	
Because my interest is mostly in novels and I do not have much time to read books.	Not interested; No time
I prefer English Romcom	Prefers English books
Maybe because I like reading english stories when I was very young.	
Because most of my class researches uses English books	
Because I love English books.	

Final Coding Framework	Initial Coding Framework
Negative views on reading Filipiniana books	Does not find it helpful
	Finds it boring
Not interested in reading Filipiniana books	Not interested in reading books
	More interested in other books
Difficulty with Filipino language	Prefers English books
	Language concern
Lack of familiarity/experience in reading Filipiniana books	Not familiar
	Has own book collection
	No time
	Does not visit the library
	Not tried reading Filipiniana book

FRAMEWORK ANALYSIS FOR THE RESPONSES OF INTERMEDIATE LEARNERS ABOUT THEIR FAVORITE FILIPNIANA BOOK

Responses	Initial Coding Framework
The stork	Fiction
Ang batang ayaw maligo	
Ang araw sa palengke	
Myths and legends	Non-fiction
AP Book	
AP Book	
Ang alamat ng buwaya	
Great lives heroes	
Philippine scary stories	Horror/Fiction
Philippine scariest ghost stories	
Horror true Philippine stories	
Filipino stories (horror)	
Philippine ghost stories	Horror/Fiction
Philippine's festival	Non-fiction
Alamat ng kalabaw and ng agila.	
Alamat ng pinya	
El Filibusterismo	Fiction
Alamat ng Rosas	Non-fiction
Rizal books	

Inspiring books	
True horror story book II	Horror/Fiction
Philippine horror story	
Philippine horror story	
Philippine horror stories	
Filipino horror stories	

FRAMEWORK ANALYSIS FOR THE RESPONSES OF FACULTY ON THEIR EXPERIENCE USING A FILIPINIANA BOOK FOR CLASS INSTRUCTION

Responses	Initial Coding Framework
It contains the things that I needed to read more about the topic that I am teaching.	Good source of information
The book about T'boli tribe that weave t'nalgle helped a lot in supplying details about their culture. People had cleared idea of the T'boli tribe. Festivals also available in the Filipiniana section wherein it supported and provided learners abundant information.	
It gives additional information about a certain topic in Philippine history and culture.	
It helps a lot in giving info about the topic.	
Content of the book is based on Philippine set-up.	
Easy to use for the research and assignment	
I was able to explain my lesson well.	Enriches lesson
To widen my learners thru literature (children's literature)	
In making my ILP-Instructional Learning Plan	

Final Coding Framework	Initial Coding Framework
Helpful as a reference	Good source of information
Helpful for class activities	Enriches lesson

**FRAMEWORK ANALYSIS FOR THE RESPONSES OF LIBRARIAN
RESPONDENTS ON IMPORTANT SKILLS A LIBRARIAN MUST HAVE TO
PROMOTE FILIPINIANA COLLECTION**

Responses	Initial Coding Framework
Select and organize Filipiniana books. Give them storytelling about our national heroes, the Filipino wisdom and tradition and the Phil. lit.	Improve book collection Provide activities
At this point in time those online resources are dominant; there is no other way to market our Fil. Collection than to coordinate with the teachers to require their learners to use local collections in their research work.	Teacher-Librarian Coordination Incorporate in research activities
Librarian should have more knowledge in promoting the said collection.	Improve promotional activities
1st you have to know your audience and their interest so that you can provide them what they exactly need. Once you know your audience you can now focus on understanding the extent of your services by arranging your collections which will now base on their interests. And finally your communication skills will also be valuable thing in terms of finding more ways of continually improving your services by constantly talking and gathering feedbacks from your customers.	Improve book collection Identifying library client needs Communicate to clients

Final Coding Framework	Initial Coding Framework
Management skills Organizing skills Creativity	Improve book collection Provide activities
Teaching/ Instruction skills Coordination / Collaboration skills	Teacher-Librarian Coordination Incorporate in research activities
Marketing skills	Improve promotional activities
Management skills Customer service skills Communication skills	Improve book collection Identifying library client needs Communicate to clients

**FRAMEWORK ANALYSIS FOR THE COMMENTS AND SUGGESTIONS TO
MAXIMIZE THE USE OF FILIPINIANA COLLECTION FROM LEARNERS,
FACULTY AND LIBRARIANS**

Responses	Initial Coding Framework
Continue to encourage learners to read Filipiniana books	Improve promotion
The Filipiniana section is kinda boring. Nothing fun happens in the books.	Improve promotion
Make more books.	Add books
There must be a "Recommended" section in the library showcasing Filipiniana books	Improve promotion
Wifi for library uses	Provide internet connection
Add more books	Add books
Filipiniana books are good but I hope there will be more Filipiniana books	Add books
More new books to come.	Add books
Schools like CSA must set a schedule for all learners to go to the library for familiarization and also to have time to read books.	Improve promotion
I will be glad to read new books about the Philippines.	Add books
Why not put the Filipiniana books out in the open with the other books rather than putting in a corner.	Create more space

By telling the people to read it and to learn many things from it.	Improve promotion
More Filipiniana books on library.	Add books
I found reading history books more interesting.	Add books
As an observation most kids are not exposed on Filipiniana books. They are only given the chance to read one because it's an assignment. The Filipiniana section in the library will be visited frequently if it is given enough awareness by way of promoting, advertising, storytelling and encouraging learners that Filipiniana books are interesting.	Improve promotion
Get more books please.	Add books
Add more Philippine stories.	Add books
Add more true horror stories please.	Add books
Add more books.	Add books
Have some sports books.	Add books
I suggest that we implement 1 week of borrowing books.	Make borrowing period longer
Wider selection of books	Improve book selection
Advertise the collection to the class. Encourage teachers to incorporate the use of Filipiniana book in classroom instruction.	Improve promotion for instruction use

Require the teachers to use the Filipiniana collection for class instruction.	Improve promotion for instruction use
Introduce further the Filipiniana collection to learners during library orientation and encourage them to read the books.	Improve promotion
Introduce or orient the learners what are some of the reading materials they can use. Promote the use of Filipino books instead of foreign books.	Improve promotion
Additional and new books should be acquired (some were dated way back before)	Add more books
If it is possible to orient teachers about the importance of the Filipiniana collection and how we can maximize the use of such collection.	Improve promotion for instruction use
Include it in the references of teachers for ILP use.	Improve promotion for instruction use
To provide more Filipiniana books for research and classroom instruction.	Improve promotion for instruction use
Relocate the Filipiniana section near the main entrance.	Make Filipiniana books more visible to users
Introduce the use of Filipiniana to the learners for them to identify the difference of the books to other references.	Improve promotion

This section should be frequently introduced to the learners because a lot of learners do not usually visit this section for a reason that they are not familiar what books can be found in this section. It is the section where learners don't give attention to.	Improve promotion
Promote love of the Philippine culture and history.	Improve promotion
Communication and coordination with the subject teacher especially AP & Filipino to be part of their research requirement using local authors both printed & non-printed materials.	Improve instruction
I suggest to have a promotional program of the collection like having a Filipiniana book of the month to be posted in the bulletin board, updated the Filipiniana collection, give prizes to the most frequent borrower of the Filipiniana books.	Improve promotion
Just continue to promote/market the Filipiniana collections by providing more activities, introduce in library orientation or include as a topic in library instruction program, so that the customers make a knowledge about the Filipiniana collections, and make a proper objectives in lending Filipiniana collections to the customers.	Improve promotion and instruction

Final Coding Framework	Initial Coding Framework
Improve collection development program	Add books
	Improve book selection
Improve space, facilities and physical arrangement	Create more space
	Make Filipiniana books more visible to users
Review Library Instruction Program	Improve instruction
Improve promotional strategies	Improve promotion
Collaborate with teachers	Improve promotion for instruction use
Improve services	Make borrowing period longer
	Provide internet connection

MATRIX TO ALIGN RESEARCH FINDINGS WITH MARKETING PLAN

KEY RESULTS	GOAL/ OBJECTIVE	FEATURE OF MARKETING PLAN
Rate of familiarity and usefulness of Filipiniana collection to Learners and Teachers <i>Frequency of Library Visit by Learners</i> Most intermediate learners visit the library 1-2 TIMES A WEEK and only a small number have never visit the library. Grades 4-5 learners are most frequent than Grade 6. <i>Familiarity with Filipiniana Collection by Learners and Teachers</i> Most intermediate learners and teachers are FAMILIAR with the Filipiniana collection which suggests that library orientation helps the learners but must also be conducted with teachers, especially the new ones. <i>Borrowing from Filipiniana Collection by Learners and Teachers</i> Most Learners and Teachers HAVE NOT borrowed a book from the Filipiniana collection which indicates a low utilization of the Filipiniana books. <i>Frequency of Borrowing</i>	Identify the extent of familiarity, interest and borrowing or usage of the intermediate learners and teachers	Used to provide information in the Market Research part Used to craft activities for learners to be more exposed to Filipiniana collection and use them for reading and research, as well as, to teachers for personal use and help encourage learners to use Filipiniana books through instruction (Action Plan part)

<i>from Filipiniana Collection by Learners and Teachers</i> Most number of Teachers and Learners borrow books SOMETIMES only which suggest that the frequency of borrowing is not as much compared with the other library collection. <i>Reason for using Filipiniana Book by Learners</i> Most intermediate learners use Filipiniana books for RECREATION/ENTERTAINMENT which suggests that they primarily use books for fun. <i>Fondness of Reading Books about the Filipiniana</i> Most intermediate learners are FOND of reading Filipiniana books like those who would like to know more about the Philippines and all other related aspects of it. <i>Favorite Filipiniana Book</i> Most intermediate learners DO NOT HAVE a favorite Filipiniana book which suggests that that most number of them have not fully appreciated Filipiniana books. <i>Reason for Borrowing a Book from Filipiniana Collection by the Teachers</i> Most teachers BORROW		
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books from Filipiniana collection for class instruction followed by research and recreation.		
<i>Experience on Using a Filipiniana Book for Class Instruction by the Teachers</i> Most teachers HAVE NOT EXPERIENCED using a Filipiniana book for class instruction which suggests that Filipiniana books are not a priority reference for lessons and class activities.		
Management, organizing, creativity, teaching and instruction, coordination/collaboration, marketing, customer service, and communication are the skills needed by a librarian to effectively execute the marketing plan.	Identify what skills needs strengthening to carry out needed activities and services	Used to craft activities for librarians (Action Plan part)
Improvements on collection, space, facilities, physical arrangement, promotional strategies, services, instruction program and collaboration with teachers are helpful recommendations from the teachers, learners and librarians which are important considerations to develop the marketing plan.	Gather recommendations or ideas from the respondents to maximize the Filipiniana collection	Used to determine the weaknesses of the library Used in the formulation of the goals/objectives

PROPOSED MARKETING PLAN FOR GRADE SCHOOL LIBRARY FILIPINIANA COLLECTION

I. Overview

Executive Summary: The Colegio San Agustin-Biñan Grade School Library's utmost mission is to provide access to variety of sources and promote the love reading to the Grade School learners. The library provides a variety of collection, however, this marketing plan focuses mainly on the promotional strategies to be created and implemented particularly with its Filipiniana books since it is not given much attention into. And most importantly, school libraries are the promoters, preservers and patrons of Filipiniana books to create a balance between patronizing local and foreign literature.

It envisions a library environment that promotes a lifelong love for reading Filipiniana books.

Rationale: The Grade School library is a vital support to the vision of the school to be an exemplary educational community bearing the mission to provide quality Catholic education through value-enriched instruction, significant research, responsive services, and sustainable community development programs. To be able to accomplish the school's mission and vision, a strategic planning is held every five years to sustain its educational quality. The previous one was held last A.Y. 2017-2018, wherein, variety of programs was

indicated in the plan which included Research Development Skills Program, Instructional Materials Development Program, Student Activity Program and Augustinian Curriculum and Instructional Development Program. All of these programs were connected with the development of services and activities in all libraries to direct their paths.

A. Planning Team:

The Library Director, Grade School Librarian and staff is committed to the following roles in order to implement this marketing plan effectively:

1. Promote reading and use of Filipiniana books to learners for research and leisure and to teachers for instruction;
2. Develop promotional or marketing strategies that would connect the Filipiniana books and library users;
3. Increase awareness on what the collection may offer or provide especially with studies, recreation and instruction and the importance of Filipiniana books in the lives of the Filipinos;
4. Sustain the development of the Filipiniana collection and the activities that promote the use and reading of Filipiniana books;
5. Evaluate the promotional strategies, collection and activities implemented in regards with the use of Filipiniana collection to assure quality services.

II. Situation (environmental) Analysis, SWOT

A. Internal Strengths and Weaknesses:

The Grade School (GS) Library provides the following services to its users:

- ✧ Library Orientation
- ✧ Library Instruction
- ✧ Automated Library System
- ✧ Current Awareness
- ✧ Internet Access
- ✧ Library E-bulletin/Bulletin Board Updates
- ✧ Photocopying/Printing Services
- ✧ Library games/activities/events
- ✧ Book displays

Other than these services, the GS Library also shares resources with other libraries and vice-versa for learners, teachers and personnel use. The library is also managed and maintained by a professional librarian and two (2) staff. The location of the library is also very accessible to the teachers and learners which they may visit on weekdays.

However, the library also needs to improve on its collection development program including online resources, staff development, facilities, space and promotional strategies to maximize use of the library and its resources.

B. External Opportunities and Threats:

A sufficient library budget is provided for developments and activities since there are a high number of enrollees in grade school. The library also participates and undergoes accreditation where standards need to be complied with and checked or reviewed by respected library professionals.

But then, the emerging technological advances happening around us may also be a threat, it is clear to see that the library really has to make an extra effort in enticing its users to visit the library for reading and research. Since most of the Grade School learners in the community came from well-to-do families; they are easily provided with gadgets and a book collection of their own. This is also the same with faculty members since they are also capable of providing themselves with latest technology and internet access, sometimes; they rarely visit the library and its resources, especially those of books from the Filipiniana collection.

Although a challenge, not only in our library, but libraries in general, technology is also a means for the library to connect with its users and promote resources. It can be of big help especially if the librarian, staff and their library clients are open to learning and using new technology.

III. Market Research

This marketing plan is a product of study done at Colegio San Agustin-Biñan among Grade School learners and faculty regarding their familiarity and use of the Filipiniana books in the Grade School Library. A survey questionnaire is distributed to Grade school intermediate learners and faculty members to gather data.

Findings include that a greater number of Intermediate (Grades 4-6) learners are familiar with Filipiniana books, however, most of them have not experienced borrowing a books from this collection. It is also important to note that Grades 4-5 learners read Filipiniana books for recreation while most Grade 6 learners use them for research. Intermediate learners also expressed their positive and negative views about Filipiniana books. While it is fortunate to know that most of them are fond of reading Filipiniana books, there are still some learners who are not interested in them because some are experiencing difficulty with the Filipino language and others lack familiarity or experience in reading Filipiniana books.

Moreover, in the case of the faculty, most of them are also familiar with the Filipiniana collection of the library but they have not tried borrowing books here and most of them have not tried using them for class instruction.

These findings greatly influence the activities proposed in this marketing plan to help in promoting the Filipiniana books.

IV. Goals and Objectives

The Grade School library's aim is to achieve the following goals to help spark a love for Filipiniana books among Grade School learners:

1. Quality Filipiniana collection with fiction and non-fiction reference books for leisure and research.
2. A new creative space and a book display/s where Filipiniana books are more visible and enticing to users
3. Strengthen Library Instruction Program highly encouraging of the use and reading of Filipiniana books
4. Showcase Filipiniana books through library promotional materials
5. Highlight Filipiniana books through library activities
6. Enhance the collection and utilization of Filipiniana books
7. Teacher-Librarian collaboration to incorporate use of Filipiniana books in their lessons
8. Driven and skilful library personnel who are Filipiniana book advocates.

V. Marketing Strategies

A. Target Market Selection:

The target clients of this marketing plan consists of the Grade School faculty members and learners (Grades 1-6).

B. Marketing Mix:

This particular marketing plan focuses on the promotion of Filipiniana books. A very important collection in the library which showcases the literature, culture, heritage, identity of the Filipinos and the beauty of the Philippines.

VI. Action Plan

The following marketing & promotional strategies will give direction in achieving the goals of this plan:

GOAL #1: Quality Filipiniana collection with fiction and non-fiction reference books for leisure and research					
OBJECTIVE	ACTIVITY	PERSONS INVOLVED	EXPECTED OUTPUT	TIME FRAME	BUDGET
Update the Filipiniana collection	❖ Eliminate obsolete and worn-out books ❖ Contact book suppliers ❖ Acquire new books	Library Director Librarian Staff	Increased number of Filipiniana collection (fiction & nonfiction)	Year 1 - Year 3	Php 50,000.00

GOAL #2: A new creative space and a book display/s where Filipiniana books are more visible and enticing to users					
OBJECTIVE	ACTIVITY	PERSONS INVOLVED	EXPECTED OUTPUT	TIME FRAME	BUDGET
Create an attractive and functional space for Filipiniana section	❖ Acquisition of a sufficient amount for additional decors and facilities ❖ Re-design the space for Filipiniana books	Librarian Staff	A more attractive space for Filipiniana section	Year 1 - Year 2	Php 100,000.00

GOAL #3: Strengthen Library Instruction Program highly encouraging of the use and reading of Filipiniana books					
OBJECTIVE	ACTIVITY	PERSONS INVOLVED	EXPECTED OUTPUT	TIME FRAME	BUDGET
Revise and update the Library Instruction Program	❖ Review the existing instruction program ❖ Integrate the library lessons with the use of Filipiniana books ❖ Create library class activities that use Filipiniana books (e.g.	Library Director Librarian Staff Learners	Revised Library Instruction Program	Year 1 - Year 3	Php 2,000.00

	locating books in the Filipiniana section)				
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GOAL #4: Showcase Filipiniana books through library materials

OBJECTIVE	ACTIVITY	PERSONS INVOLVED	EXPECTED OUTPUT	TIME FRAME	BUDGET
Familiarize users with Filipiniana books	❖ Create library promotional materials (e.g. poster, brochure) ❖ Update library users through new technology	Librarian Staff	Increased utilization of the Filipiniana books	Year 1 - Year 3	Php 2,000.00

GOAL #5: Library activities that highlight Filipiniana books

OBJECTIVE	ACTIVITY	PERSONS INVOLVED	EXPECTED OUTPUT	TIME FRAME	BUDGET
Engage learners on library activities using Filipiniana books	❖ Friday storytelling sessions using Filipiniana storybooks ❖ Invite Filipino authors for book talks ❖ Poetry Festival	Library Director Librarian Staff Teachers learners	Increased utilization of the Filipiniana books	Year 1 - Year 3	Php 10,000.00

	where pieces to be used are from Filipiniana books ❖ Linggo ng Wika and National Book Week special events/games exclusively about Filipiniana books (e.g. film showing, book fair) ❖ Reading Filipiniana storybook sessions between intermediate & primary learners ❖ Filipiniana Reading Challenge (e.g. monthly learners will challenge themselves to read or borrow a Filipiniana				
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	book: July - alamat August - Filipiniana book written in Tagalog September - non-fiction October - fable November - ghost/horro r stories December - Christmas story January - Filipino-aut hored storybook February - love for family or friends				
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GOAL #6: Enhance the collection and utilization of Filipiniana books					
OBJECTIVE	ACTIVITY	PERSONS INVOLVED	EXPECTED OUTPUT	TIME FRAME	BUDGET
Organize Filipinina books	❖ Classify the storybooks by age-appropriate readings for grade	Library Director Librarian Staff	Recommen- ded Filipiniana Reading List	Year 1 - Year 2	

	school learners ❖ Create and distribute the list of recommended storybooks ❖	Teachers learners			
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GOAL #7: Teacher- Librarian collaboration to incorporate use of Filipiniana books in their lessons

OBJECTIVE	ACTIVITY	PERSONS INVOLVED	EXPECTED OUTPUT	TIME FRAME	BUDGET
- Be familiar with the learning needs of grade school learners based on the curriculum needs - Have a dialogue with teachers about Filipiniana books and discuss the difficulty that some learners are having in understanding the Filipino language - Provide references from Filipiniana section during library period research activities	Curriculum Assessment Teacher-Librarian Meeting Class Research Activity Library Orientation	Library Director Librarian Staff Teachers	Scheduled regular meetings with the teachers to discuss plans about subject lessons and library use integration	Year 1 - Year 3	

- Conduct library orientation for new teachers - Provide tasks/seminar-workshop (e.g. effective storytelling with kids using Filipiniana books)	Storytelling workshop/seminar				Php 3,000.00
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GOAL #8: Driven and skilful library personnel who are Filipiniana book advocates					
OBJECTIVE	ACTIVITY	PERSONS INVOLVED	EXPECTED OUTPUT	TIME FRAME	BUDGET
- Be more knowledgeable with marketing and Filipiniana books -Enhance management, organizing, teaching, coordination/collaboration, customer service, communication skills and creativity for personnel development	Personnel Development Activities	Library Director Librarian Staff	100% of the librarians and staff have attended seminars or workshops in connection with marketing strategies and Filipiniana books	Year 1 - Year 3	Php 5,000.00

VII. Implementation, Controls, and Evaluation

At the end of the academic year, select Grade School learners and faculty members will answer the survey form about the library activities and services for Filipiniana use. The survey form will be in the form of a Likert scale. Three sets of questionnaire will be prepared for the following groups: 1) primary learners, 2) intermediate learners, and 3) faculty. After the data is gathered, the data will be presented through graphs and a computed mean and included in the Annual Performance Report.

This will greatly help the library to assess how effective the activities and services are and see what needs to be improved.



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

RESEARCH ETHICS COMMITTEE (REC)

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EPRDC Form 16

Clearance to Proceed

BASIC INFORMATION

REC Code:	060118-251
Research Proposal Title:	A Marketing Plan in Promoting Reading of Filipiniana Books among Grade School Learners
Researcher / Project Leader and Designation/Affiliation:	Glenn Joy B. Abad

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **June 1, 2018**

TERESITA T. RUNGDUIN, Ph.D.
Head, Secretariat
Research Ethics Committee

ZENALDA Q. REYES, Ph.D.
Chair
Research Ethics Committee

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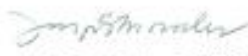
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Author (s): Glenn Joy Abad

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Marie Paz E. Morales, Ph.D.
Director

CERTIFICATION FOR LANGUAGE EDITING

This is to certify that the thesis paper of *Ms. Glenn Joy B. Abad* entitled **A Marketing Plan in Promoting Filipinina Books to Grade School Learners** has undergone text editing in language, grammar, punctuation, spelling and coherence. Thereby, ready as a partial requirement for Master of Arts in Education with specialization in Library and Information Science.


MS. LIDA G. REYES

Accreditation Office In-charge

Colegio San Agustin-Biñan

October 23, 2018

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EDUCATIONAL ATTAINMENT

Post-Graduate **Philippine Normal University**

Taft Avenue, Manila

Master of Arts in Education – Library and Information Science

39 Units

Year 2013-present

Philippine Normal University

Taft Avenue, Manila

Post-Baccalaureate Certificate in Library and Information Science

Year 2010-2012

Tertiary **Philippine Normal University**

Taft Avenue, Manila

Bachelor of Elementary Education

Year 2005-2009

Secondary **Colegio de San Pedro**

San Pedro, Laguna

1st to 4th year

Year 2001-2005

Primary **Colegio de San Pedro**

San Pedro, Laguna

Kinder to Grade 6

Year 1995-2001

WORK EXPERIENCE

Position	Duration	Company/School
Library Assistant	March 2017-present	Colegio San Agustin Binan, Laguna
Assistant Librarian	May 2012 – May 2016	PAREF Woodrose School Alabang, Muntinlupa City
Teacher	May 2010 – April 2012	Infant Jesus Montessori Center Binan, Laguna
Facilitator	June 2009 – April 2010	Kumon Learning Center San Pedro, Laguna

SUMMARY OF QUALIFICATIONS

- Knowledge and skills in applying MS Office (MS Word, MS Excel, MS Powerpoint)
- Good in both oral and written communication
- Problem analysis, use of judgment and ability to solve problems efficiently
- Hardworking and willing to learn new things
- Flexible to different situations

CERTIFICATION

- Licensure Exam for Teachers - PRC License no. 1039012 – October 2009

SEMINARS/TRAININGS ATTENDED

Date	Title of Seminar/Workshop	Venue
October 15, 2015	Librarian's Training	Development Academy of the Philippines, Pasig City
July 25, 2015	Basic Life Support and First Aid	PAREF Woodrose School, Muntinlupa City
July 15, 2015	Earthquake Preparedness Seminar	PAREF Woodrose School, Muntinlupa City
November 6, 2014	Scholastic Chairperson's Workshop	Alabang Town Center, Muntinlupa City
October 10, 2014	Outcome-based Education Library Instruction	Pamantasan ng Lungsod ng Muntinlupa, Muntinlupa City
September 21, 2014	Pathfinder: Updates	Mall of Asia, Pasay City
September 10, 2014	Google Apps End User Training Course	PAREF Woodrose School, Muntinlupa City
September 14, 2013	Professional Excellence Series – Communication	PAREF Woodrose School, Muntinlupa City
July 19, 2013	High Impact InfoLit Service & Teaching Programs Across Library Types	De La Salle Zobel School, Muntinlupa City
September 20, 2012	Power of Meaningful Conversations	PAREF Woodrose School, Muntinlupa City
October 10, 2012	Librarian's Training	Union Bank Plaza, Pasig City