



Information Literacy Instructions, Digital Resource Integration, and Students' Academic Success

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ABSTRACT

In the contemporary higher education landscape, the fusion of information literacy education and seamless integration of digital resources is imperative for fostering students' academic success amidst a surge in information flow and technological progression. Educational institutions, including the San Pedro College of Business Administration (SPCBA) in the Philippines, strive to synchronize with the evolving demands of the 21st century by prioritizing the roles of information literacy instruction and digital resource integration in shaping students' academic trajectories. This study aimed to elucidate the intricate relationship between information literacy instruction, digital resource integration, and academic success at SPCBA. Data collected from 180 college students through survey questionnaires revealed a high level of effectiveness of information literacy, robust digital resource integration, and significant academic success. Correlation analyses uncovered moderate associations between information literacy instruction and digital resource integration, as well as between information literacy instruction and academic success. Additionally, digital resource integration exhibited a significant correlation with academic success. Regression analysis further highlighted that information literacy instruction significantly predicts academic success, especially when combined with digital resource integration. In light of these findings, recommendations were proposed to enhance information literacy programs, integrate digital resources into curricula, foster collaboration between faculty and librarians, and conduct regular assessments for improvement.

RESUMO

No panorama contemporâneo do ensino superior, a fusão da educação para a literacia da informação e a integração perfeita dos recursos digitais é imperativa para promover o sucesso acadêmico dos alunos no meio de um aumento no fluxo de informação e na progressão tecnológica. As instituições educacionais, incluindo a Faculdade de Administração de Empresas de San Pedro (SPCBA), nas Filipinas, esforçam-se por sincronizar-se com as crescentes exigências do século XXI, dando prioridade aos papéis do ensino da literacia informacional e da integração de recursos digitais na definição das trajetórias académicas dos alunos. Este estudo teve como objetivo elucidar a intrincada relação entre o ensino de alfabetização informacional, integração de recursos digitais e sucesso académico na SPCBA. Os dados recolhidos junto de 180 estudantes universitários através de questionários revelaram um elevado nível de eficácia da literacia informacional, uma integração robusta de recursos digitais e um sucesso académico significativo. As análises de correlação revelaram associações moderadas entre o ensino da literacia informacional e a integração de recursos digitais, bem como entre o ensino da literacia informacional e o sucesso académico. Além disso, a integração de recursos digitais apresentou uma correlação significativa com o sucesso académico. A análise de regressão destacou ainda que o ensino da literacia informacional prevê significativamente o sucesso académico, especialmente quando combinado com a integração de recursos digitais. À luz destas conclusões, foram propostas recomendações para melhorar os programas de alfabetização informacional, integrar recursos digitais nos currículos, promover a colaboração entre professores e bibliotecários e realizar avaliações regulares para melhoria.

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Introduction

In the dynamic landscape of higher education, the convergence of information literacy instruction and the seamless integration of digital resources have become imperative for fostering students' academic success. As we enter an era characterized by an unprecedented influx of information and technological advancements, educational institutions must adapt to equip students with the essential skills to navigate this information-rich environment effectively (Mercado-Sierra & Northam (2023)). Higher Education Institutions (HEIs) in the Philippines strive to keep pace with the evolving demands of the 21st century, thus the role of information literacy instruction and the integration of digital resources have become paramount in shaping students' academic success.

Information literacy is defined as the proficiency to locate, manage, critically evaluate, and use information for tasks such as problem-solving, research, decision-making, and ongoing professional development. Bapte (2019) further posited that information literacy instruction in an academic setting includes a variety of instructional approaches, such as course-related library instruction sessions, course-integrated projects, online tutorials, and stand-alone course.

The research conducted by Banik and Kumar (2019) in Bangladesh focuses on assessing the academic performance and information literacy skills of undergraduate students. Their findings indicate a prevalent lower level of information literacy skills among the majority of students. Notably, the study identifies key factors influencing academic performance, including study hours, family income, class attendance, past academic results, and information literacy skills.

Aharony et al. (2020) conducted a study in Israeli academic libraries, aiming to understand the instructional practices related to information literacy. The researchers sought to uncover the methods and approaches employed by academic librarians, exploring whether these practices were influenced by the ACRL Framework for Information Literacy for Higher Education. The study reveals that information literacy instruction is perceived as a shared responsibility among respondents, with one-on-one instruction being the most commonly used approach. The findings also highlight various challenges faced by librarians, as well as opportunities for improvement in their instructional methods. In addition, Wine's (2020) study contributes to the discourse on information literacy by demonstrating a positive correlation between receiving information literacy instruction and improved performance in reading, writing, and assessments across multiple subject areas, including history, math, and science. This supports the argument for the effectiveness of information literacy instruction in enhancing overall academic performance.

On the other hand, Pinto and Pinto (2020) emphasized the numerous benefits that this integration brings to students. One notable advantage is the expanded access to a diverse range of resources beyond traditional print materials. Additionally, digital resources offer the potential for creating engaging and interactive learning experiences. Eambaram and Jeeshma (2023)^[7] delved into the challenges students face when using digital library resources and explored the subsequent impact on their performance and success in college. Their findings highlighted a strong connection between the utilization of digital resources and students' academic success. The study concluded that digital libraries play a pivotal role as trustworthy sources of information, significantly influencing students' academic performance and achievement.

Furthermore, Igwe and Sulayman (2022) conducted research specifically focusing on the impact of library digital resource integration on the academic success of students in higher education. The results of their study revealed a substantial positive influence of library digital resource integration on students' academic success. Notably, the study identified students' self-regulation skills as a mediating factor in the relationship between library digital resource integration and academic success.

Lance and Maniotes (2020) explicated that information literacy instruction and the integration of digital resources are crucial elements for fostering student academic success. These components contribute significantly to equipping students with the necessary skills to navigate the complexities of the 21st century. By granting students access to resources, instruction, and tools, educational institutions can play a pivotal role in their overall development. Bell (2021) studied the link between information literacy instruction, academic performance, and early college success. The focus was on a course equipping students with subject-specific skills, showing a positive connection between literacy skills and cumulative GPA over three subsequent semesters. The findings suggest that college success demands the ability to handle complex, purposeful, and situation-specific reading tasks.

However, despite the numerous studies conducted about the role of information literacy instruction and the integration of digital resources that have become paramount in shaping students' academic success, there are no such studies that link the information literacy instruction, digital resource integration and students' academic success that had been conducted particularly in the San Pedro College of Business Administration (SPCBA).

Thus, this study aimed to determine the intricate relationship between information literacy instruction, digital resource integration, and students' academic success at SPCBA. By scrutinizing the current landscape and understanding the nuances of these elements, this study endeavors to contribute empirical evidence that informs educational strategies aimed at enhancing students' academic journey.

Methodology

The descriptive-correlational methods of research were used in the study. It is used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables or conditions in a situation. The methods involve range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time (Polka, 2018)^[11]. The study specifically determined the information literacy instructions, digital resource integration, and students' academic success in San Pedro College of Business Administration (SPCBA). A self-made questionnaire was used to collect the data from the 180 students of San Pedro College of Business Administration (SPCBA). OF THE 180 respondents, all answered the instrument representing 100% retrieval rate. The survey was administered from January 25-February 15, 2024.

The questionnaire used measure the level of effectiveness of information literacy instruction in terms of library tours and orientation, online resources workshops and bibliographic instructions, the digital resource integration in terms of e-books and e-journals; students' academic success was validated by experts in library management, research and statistics and undergone reliability test using Cronbach's Alpha Coefficient. Statistical treatment of data used were weighted mean to describe the respondents' a) level of information literacy instructions, b) digital resource integration, and c) level of students' academic success. Pearson Product Moment Correlation was used in ascertaining the relationships between the respondents' level information literacy instruction, level of digital resource integration and level of students' academic success.

Results and Discussion

Table 1 depicts the level of effectiveness of information literacy instructions in terms of library tours and orientation as assessed by the respondents. Findings showed that respondents had a very high level of information literacy in terms of library tours and orientation because it helps the respondents to explore and discover library resources which includes books, articles and special collections. It obtained a weighted mean of 3.52 and was ranked the highest. It is also an evident that library tours help the respondents in navigating and finding sections such as reference material, magazines and the specific subjects that they are interested, having a weighted mean of 3.47 and ranked as 2. Respondents also had a very high level of understanding in library orientations that makes them aware in using the catalog

which allows them to search for books and other resources using keywords, titles, and authors to find their needed information as evident of a mean of 3.41 and ranked as 3. This was followed by ranked 4 wherein respondents' finds library tours and orientations greatly aiding their assignments because it taught them crucial research skills that includes source evaluation, citation and responsible information use having a weighted mean of 3.37.

Table 1

Level of Effectiveness of Information Literacy Instructions: Library Tours and Orientation

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Library tours and orientations help me explore the library and discover its resources, including books, articles, and special collections	3.52	Very High	1
2. Library tours help me navigate and find sections like reference materials, magazines, and the specific subjects I'm interested in.	3.44	Very High	2
3. Library orientations show me how to use the catalog, allowing me to search for books and other resources using keywords, titles, or authors to find what I need.	3.41	Very High	3
4. Library tours and orientations teach me crucial research skills, including source evaluation, citation, and responsible information use, greatly aiding my assignments.	3.37	Very High	4
5. Library orientations give me a glimpse into the digital realm, teaching me to use online databases, e-books, and electronic journals for research.	3.31	Very high	5
Average	3.41	Very High	

It was revealed that the respondents had a very high level of information literacy in library tours and orientation with the overall weighted mean of 3.41. This implies that library tours and orientation is an effective way of making the respondents information literate which help them to be more independent in exploring the library and discover its resources.

The findings support the study of Shao and Purpur (2019), where they evaluated the effectiveness of library tours in improving information literacy among undergraduate students. Results revealed a significant increase in information literacy levels post-tour, indicating that library tours are an effective means of enhancing students' ability to navigate and utilize library resources independently. Similarly, Withorn et al.'s (2019) findings underscore the effectiveness of library tours and orientation in equipping individuals with the skills necessary to navigate library resources independently and efficiently.

Table 2 shows the level of effectiveness of information literacy instructions in terms of online resources workshops. Findings revealed that the respondents have provided a very positive evaluation of this aspect, demonstrating that online resource workshops greatly improve their proficiency with tools and platforms, thereby streamlining their research and study procedures. This implies that respondents perceive these workshops as highly

advantageous for enhancing their ability to utilize a range of digital tools and platforms effectively having a weighted mean of 3.41 and ranked as 1.

Table 2
The Level of Effectiveness of Information Literacy Instructions: Online resources Workshops

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Online resource workshops enhance my familiarity with tools and platforms, simplifying my research and study.	3.41	Very High	1
2. Online resource workshops teach me to navigate the library's online resources and services.	3.36	Very High	4.5
3. Online resource workshops help me understand various strategies for accessing e-books, e-journals, and other resources.	3.36	Very High	4.5
4. Online resources workshops teach me advanced search strategies, making my information retrieval more precise and time-effective.	3.38	Very High	3
5. Online resources workshops teach me how to efficiently use online reference materials provided by the library.	3.39	Very High	2
Average	3.38	Very High	

Respondents highly value the effectiveness of online resource workshops in instructing them on the efficient utilization of online reference materials offered by the library. This indicates that respondents consider these workshops crucial for optimizing the usefulness of online reference materials, potentially enhancing the quality of their research and study results. It obtained a weighted mean of 3.39 and ranked as 2.

Findings revealed that the respondents had very high level of information literacy instruction along online resources workshops with an overall weighted mean of 3.38. This implies that online resource workshops contribute to the student's proficiency in using digital tools, navigating library resources, and accessing information effectively.

The study of Aharony et al. (2020) explored the impact of online resource workshops on information literacy skills among undergraduate students. Their findings echoed those of the present study, indicating a strong positive perception among participants towards the workshops, with significant improvements in digital tool proficiency and information access skills. Moreover, Leenaraj et al (2023) conducted a comparative analysis of traditional and online resource workshops among graduate students. Their study revealed a consistent preference for online workshops, citing enhanced navigation of library resources and increased efficiency in accessing information as key outcomes, aligning closely with the current findings.

Table 3 shows the level of effectiveness of information literacy instructions in terms of bibliographic instructions. Findings revealed that respondents highly value the efficacy of

bibliographic instructions in facilitating accurate citation of sources employing the relevant citation styles.

Table 3

The Level of Effectiveness of Information Literacy Instructions: Bibliographic Instructions

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Bibliographic instructions help me cite sources accurately using the appropriate citation styles.	3.37	Very High	1
2. Bibliographic instructions help me improve my skills in source selection and ensuring the credibility of my research	3.33	Very High	3.5
3. Bibliographic instructions enhance my ability to critically evaluate information, refine search strategies, and select high-quality sources for academic assignments.	3.34	Very High	2
4. Bibliographic instructions aid me in distinguishing between source types, critically evaluating information, and producing credible academic projects.	3.26	Very High	5
5. Bibliographic instructions advance my skills in source evaluation, citation, and database utilization.	3.33	Very High	3.5
Average	3.33	Very High	

This indicates that the respondents consider these instructions immensely advantageous in upholding the precision and correctness of their citations, a pivotal component of academic integrity having a weighted mean of 3.37 and ranked as 1. This was followed by ranked 2 wherein the respondents highly appreciate the efficacy of bibliographic instructions in improving their capacity to critically assess information, fine-tune search methodologies, and choose high-caliber sources for academic tasks. This implies that participants recognize the significance of acquiring and utilizing critical evaluation skills in their research endeavors which gives a weighted mean of 3.34. Moreover, respondents had a very high level of bibliographic instructions as it helped them improve their skills in source selection and ensuring the credibility of their research as well as it advanced their skills in source evaluation, citation, and database utilization, having a mean of 3.33 and ranked as 3.5. This implies that bibliographic instruction plays a crucial role in enhancing student's multiple facets of their information literacy, such as source evaluation, proper citation, and effective database utilization.

The findings indicated the respondents had very high level of information literacy instruction along bibliographic instructions, as evidenced by the weighted mean of 3.33. This signifies the significant impact these instructions have on respondents' ability to accurately cite sources, select credible sources, critically evaluate information, and utilize databases effectively in enhancing their information literacy skills.

Several related studies corroborate these findings. For instance, Wine (2020) observed a similar trend, with students reporting significant improvements in information literacy skills following bibliographic instruction sessions. Similarly, Amegashie & Ankamah (2020) found out that online bibliographic instruction contributed significantly to the student's ability to cite sources accurately, critically evaluate information, and navigate databases effectively, supporting the notion of its profound impact on enhancing information literacy skills.

Table 4 shows the summary table of the level of effectiveness of information literacy instructions. Findings revealed that library tours and orientations emerged as the most valued component, with respondents rating them very high, having a mean of 3.42, indicating their effectiveness in introducing individuals to library resources and services. Online resources workshops followed closely behind, having a mean of 3.38, demonstrating their importance in navigating digital databases and online repositories. Additionally, bibliographic instructions were also highly regarded, having a mean of 3.33, indicating the perceived value of guidance on citation styles and research strategies.

Table 4
Summary Table of the Level of Effectiveness of Information Literacy Instructions

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Library tours and Orientations	3.41	Very High	1
2. Online resources Workshops	3.38	Very High	2
3. Bibliographic Instructions	3.33	Very High	3
Overall Weighted Mean	3.37	Very High	

Overall, the weighted mean of 3.37, or very high, underscores the collective sentiment of the respondents, affirming that the information literacy instruction provided is of exceptionally high quality. This implies that providing diverse and comprehensive information literacy instruction effectively meets the needs and expectations of the respondents, ultimately contributing to their academic success and proficiency in navigating information resources.

The findings support with the study by Punchihewa et al. (2018), which explored the impact of various information literacy instruction methods in academic libraries, highlighting the significance of library tours and orientations in introducing individuals to resources. Additionally, online resources workshops and bibliographic instructions emerge as highly valued components, collectively affirming the exceptional quality of information literacy instruction provided. Similarly, Liu (2021) investigated the effectiveness of different approaches to information literacy instruction in higher education libraries. Results indicate that interactive library tours and orientations are highly valued by students for their ability to introduce library resources effectively. Additionally, workshops focusing on online resources navigation and bibliographic instructions are perceived as essential components of

information literacy instruction, highlighting the importance of these methods in enhancing research skills among library users.

Table 5 depicts the level of digital resource integration in terms of e-books and e-journals, as assessed by the respondents into their academic work. The findings revealed that respondents highly value e-journals for their role in enhancing academic work by providing immediate access to the latest research findings, facilitating staying updated with current developments. Additionally, respondents appreciate e-journals for their convenience, enabling a balance between academic and personal commitments.

Table 5
Level of Digital Resource Integration

Indicator	Weighted Mean	Verbal Interpretation	Rank
<i>e-books</i>			
1. Library e-books enhance the depth and quality of my academic papers with up-to-date information.	3.32	Very High	
2. Library e-books provide convenient access to diverse perspectives and expert opinions, elevating the credibility of my assignments.	3.38	Very High	
3. I regularly incorporate e-books from the library into my coursework.	3.01	High	
4. Library e-books enable me to delve into niche topics and access a wide range of scholarly materials that wouldn't be easily accessible otherwise.	3.26	Very High	
5. Library e-books keep me current with the latest research, fostering a dynamic and informed approach to my academic pursuits.	3.29	Very High	
Average	3.25	Very High	2
<i>e-journals</i>			
1. E-journals enhance my academic work by providing instant access to the latest studies and findings.	3.36	Very High	
2. E-journals enable convenient access to research articles, whether on campus or at home, easing the balance between academic and personal commitments.	3.36	Very High	
3. E-journals help me quickly find articles relevant to my topic, saving me hours of sifting through physical journals.	3.34	Very High	
4. E-journals expose me to a diverse range of perspectives, theories, and studies.	3.32	Very High	
5. E-journals streamline my literature reviews, helping identify gaps for more comprehensive contributions to my field.	3.31	Very High	
Average	3.34	Very High	1
Overall Weighted Mean	3.30	Very High	

They also acknowledge e-journals' efficiency in quickly finding relevant articles, saving time compared to traditional methods. Moreover, participants recognize e-journals for their

ability to expose them to diverse perspectives and streamline literature reviews, allowing for more comprehensive contributions to their respective fields. To sum-up, the level of digital resource integration along e-journals as assessed by the respondents was very high having an average weighted mean of 3.34 and ranked as 1. This implies that e-journals play a significant role in facilitating access to relevant information and fostering intellectual discourse among students.

The combined weighted mean for both e-books and e-journals is 3.30, suggesting that respondents have a favorable view of the incorporation of these level of digital resources into their academic endeavors. This implies that incorporating e-books and e-journals into educational settings can be beneficial for enhancing student engagement, learning outcomes, and overall academic success.

It was supported by the study of Chen and Li's (2021) which found out that students perceived a significantly higher level of convenience and accessibility with digital resources such as e-books and e-journals compared to traditional print materials, leading to enhanced academic experiences and scholarly involvement. Fisk et al. (2023) also conducted a longitudinal study revealing a consistent increase in student preference for and utilization of e-books and e-journals over time. These digital resources were found to positively impact student learning outcomes and foster deeper engagement with course materials.

Table 6

The Respondents' Level of Academic Success

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I can critically assess the credibility, relevance, and reliability of sources.	3.37	Very High	1
2. I can efficiently navigate physical and digital library resources.	3.24	High	8
3. I become self-reliant researcher by providing me the skills to independently locate, assess, and utilize information.	3.32	Very High	3
4. I easily understand the database structures by utilizing search filters, and extracting relevant information, enhancing the depth and accuracy of research.	3.21	High	10
5. I can quickly find books, articles, and other resources.	3.30	Very High	4
6. I have improved my academic writing skills by mastering proper citation methods and confidently avoiding plagiarism.	3.29	Very High	5
7. I am provided with a vast array of scholarly materials that supplement my coursework and expand my understanding of various subjects.	3.27	Very High	7
8. I acquire the essential skills to navigate the vast sea of information in the digital age.	3.22	High	9
9. I acquire the skills to leverage technology for my research.	3.34	Very High	2
10. I am equipped with the necessary tools to navigate the complex world of information online.	3.28	Very High	6
Average	3.28	Very High	

Table 6 shows the respondents level of academic success. The findings revealed that respondents hold their capability to critically evaluate the credibility, relevance, and reliability of sources in high regard, demonstrating a robust grounding in information literacy that obtains a weighted mean of 3.37 and ranked as 1. This proficiency is indispensable for generating top-tier academic output and upholding scholarly ethics. Findings also revealed that respondents highly value their mastery of utilizing technology for research, demonstrating proficiency in leveraging technological tools to aid academic pursuits having a mean of 3.34 and ranked as 2. This competence is vital in the contemporary digital era to facilitate efficient and innovative research methodologies.

It was revealed that respondents have a very high level of academic success where it obtained an average weighted mean of 3.28. This implies that providing students with robust information literacy skills and access to digital resources within the library enhance the academic performance and overall success of their students.

The result supports the findings of Gómez-García et al., (2020) which revealed that students who engaged in collaborative activities reported higher levels of critical source assessment, demonstrated increased self-reliance in research endeavors, and exhibited enhanced utilization of technology for academic purposes. These results underscore the importance of incorporating collaborative learning approaches into educational settings to cultivate well-rounded competencies in information literacy and research among undergraduate students across various disciplines. Bell (2021) study also revealed that there is a positive connection between sophisticated literacy skills taught in the course and students' success, as reflected in their cumulative GPA over the subsequent three semesters. The study suggests that thriving in college demands the capability to tackle intricate, purposeful, and situation-specific reading tasks.

Table 7 presents the relationship between level of effectiveness of information literacy instructions and the level of digital resource integration, specifically e-books and e-journals. The correlation coefficients (*r*-values) indicated the strength and direction of the relationship, while the *p*-values assessed the significance of the correlations. For library tours and orientation in terms of E-books there was a moderate positive correlation ($r = 0.523$, $p = 0.000$). On the other hand, e-journals has a moderate positive correlation ($r = 0.439$, $p = 0.000$). There is a moderate positive correlation ($r = 0.453$, $p = 0.000$) between participation in online resource workshops and the integration of e-books.

This suggests that respondents who attend online resource workshops are more likely to integrate e-books into their academic endeavors. Same as, for e-journals, there is a moderate positive correlation ($r = 0.496$, $p = 0.000$) between participation in online resource workshops and the integration of e-journals. This indicates that respondents who attend online resource workshops are also more inclined to integrate e-journals into their academic work. Furthermore, in terms of bibliographic instructions specifically for e-books there is a moderate

positive correlation ($r = 0.571, p = 0.000$) between receiving bibliographic instructions and the integration of e-books.

Table 7
Relationship between the level of effectiveness of information literacy instructions and level of digital resources integration

Information literacy instructions	Digital resource integration	
	e-books	e-journals
Library tours and Orientations	$r=0.523^{**}$ Moderate correlation $p=0.000$	$r=0.439^{**}$ Moderate correlation $p=0.000$
Online resources Workshops	$r=0.453^{**}$ Moderate correlation $p=0.000$	$r=0.496^{**}$ Moderate correlation $p=0.000$
Bibliographic Instructions	$r=0.571^{**}$ Moderate correlation $p=0.000$	$r=0.569^{**}$ Moderate correlation $p=0.000$

****Significant @ 0.01**

This suggests that respondents who receive bibliographic instructions are more likely to integrate e-books into their academic activities. Similar to e-journals that obtains moderate positive correlation ($r = 0.569, p = 0.000$) between receiving bibliographic instructions and the integration of e-journals. This means that the higher the respondents' level of information literacy instructions, the higher the level of digital resources integration.

The findings are similarly connected to the study of Augustine and Toner (2022), which revealed that there is a strong positive correlation between participation in information literacy instructions, such as library tours, orientations, and online resource workshops, and the integration of digital resources, including e-books, e-journals, and online databases into students' academic endeavors. This highlights the pivotal role of instructional interventions in promoting effective utilization of digital resources for academic success. Moreover, Ankamah and Anaman (2021) study demonstrated a positive relationship between library orientations and the effective utilization of digital resources, including e-books and e-journals, among undergraduate students. The results underscore the critical role of library orientations in familiarizing students with available digital resources and enhancing their information literacy skills.

Table 8 presents the relationship between the level of effectiveness of information literacy instructions and level of academic success. Findings revealed that the level of effectiveness of information literacy instruction in terms of library tours and orientation obtained a p-values = 0.00, online resources workshops p-values = 0.00 and bibliographic instruction obtained a p-value = 0.00 were all are less than the level of significance at 0.01,

therefore, a significant relationship was noted. The result implies that the higher the respondents' level of information literacy instruction the higher their level of academic success.

Table 8

Relationship between the level of effectiveness of information literacy instructions and level of academic success

Information literacy instructions	Pearson r value	p-value	Interpretation
Library tours and Orientations	0.538** Moderate correlation	0.000	Significant
Online resources Workshops	0.549** Moderate correlation	0.000	Significant
Bibliographic Instructions	0.616** Moderate correlation	0.000	Significant

**Significant @ 0.01

The findings of Queroda and Quimson (2020) validates the significant impact of information literacy instruction on academic achievement among college students, emphasizing the critical role of these interventions in shaping students' outcomes and advocating for their integration into educational curricula to enhance success rates. Similarly, Miller et al. (2023) found significant associations between information literacy instruction components, such as library tours and orientation, and academic success among undergraduate students, further underscoring the importance of incorporating these interventions to improve students' achievements in higher education.

Table 9

Relationship between the respondents' level of academic success and level of digital resource integration

Digital resources integration	Pearson r value	p-value	Interpretation
e-books	0.640** Moderate correlation	0.000	Significant
e-journals	0.603** Moderate correlation	0.000	Significant

**Significant @ 0.01

Table 9 presents the relationship between respondents' level of academic success and level of digital resource integration. Findings revealed that the digital resources integration in terms of e-books obtained a p-value = 0.00 as well as the e-journals having a p-value = 0.00 were all are less than the level of significance at 0.01, therefore, a significant relationship was noted. The result implies that the higher the respondents' level of digital resources integration, the higher their level of academic success.

The findings confirms the study by Al-Abdullatif and Gameil (2021), which revealed significant relationships between the integration of digital resources and academic success.

The study underscores the crucial role of these digital resources in shaping students' academic outcomes and emphasizes the importance of incorporating them into academic practices and educational programs to enhance students' academic achievements. Correspondingly, Kim et al. (2019) explicated that digital resources play a crucial role in influencing students' academic outcomes and advocate for their incorporation into academic practices and educational programs to enhance students' academic achievements.

Table 10 presents the regression analysis between information literacy instructions and digital resources integration, taken singly or in combination of student academic success. Findings revealed that predictors in terms of library tours and orientation alone explain approximately 56% of the variance in student academic success, with a highly significant F-value ($F = 44.250$, $p < 0.001$). While, online resources and workshop and bibliographic instruction significantly contribute to explaining the variance in student academic success. They have significant F-values ($F = 2.917$ and $F = 3.137$, respectively) and significant beta coefficients ($p < 0.05$), indicating that these predictors individually predict student academic success.

Table 10

Regression between level of effectiveness of information literacy instructions and level of digital resource integration, taken singly or in combination of student academic success

Predictor	Dependent Variable	R ²	F	p-value	β	t	p-value
Library tours and Orientations	Student academic success	0.560	44.250	0.000	0.081	1.262	0.209
Online resources Workshops					0.174	2.917	0.004*
Bibliographic Instructions					0.195	3.137	0.002*
e-books					0.104	0.937	0.350
Overall digital resource integration					0.280	2.195	0.030*

*Significant @ 0.05

Furthermore, the regression analysis indicates that e-books alone do not significantly predict student academic success. The beta coefficient (β) for e-books is not statistically significant ($p = 0.350$), suggesting that e-books alone may not be strong predictors of student academic success. However, when digital resource integration is considered as a whole, it significantly predicts student academic success. The overall digital resource integration has a significant F-value ($F = 2.195$, $p = 0.030$) and a significant beta coefficient ($p < 0.05$), indicating that the combined integration of digital resources predicts student academic success.

To sum it up, these findings suggest that while individual components of information literacy instructions contribute to student academic success to some extent, the overall integration of digital resources has a more significant impact on predicting academic success. This implies that a comprehensive approach to digital resource utilization, including curriculum integration, teacher training, access and equity considerations, digital literacy skills development, personalized learning strategies, collaborative learning opportunities, and effective assessment and feedback mechanisms, is crucial for maximizing student academic success.

The findings agreed on the study of Rafi et al., (2019) which revealed that while individual components of information literacy instructions contribute to student academic success to some extent, the overall integration of digital resources has a more significant impact on predicting academic success. Samson (2020) study also highlights the importance of adopting holistic approaches to information literacy and digital resource integration to improve student outcomes in higher education.

Conclusion

Within the contemporary landscape of higher education, the fusion of information literacy education and seamless integration of digital resources emerges as imperative for nurturing students' academic triumph. Educational institutions, including Higher Education Institutions (HEIs) in the Philippines such as the San Pedro College of Business Administration (SPCBA), must adapt to furnish students with indispensable skills to effectively navigate the information-rich milieu of the 21st century. This study delineated the intricate relationship between information literacy instruction, digital resource integration, and students' academic success at SPCBA. Key findings underscored a high level of information literacy, good digital resource integration, and significant academic success among respondents.

Correlation analyses revealed moderate associations between information literacy instruction and digital resource integration, as well as between information literacy instruction and academic success. Moreover, digital resource integration exhibited a significant correlation with academic success. Regression analysis demonstrated that information literacy instruction significantly predicts academic success, particularly when combined with digital resource integration. Recommendations were formulated to enhance information literacy programs, integrate digital resources into curricula, foster collaboration between faculty and librarians, and conduct regular assessments for improvement. This study contributes to the growing body of literature on information literacy, digital resource integration, and academic success in higher education, offering insights for institutional stakeholders to optimize student learning outcomes in the digital age. Further research is recommended to delve deeper into the

multifaceted dynamics of this relationship and develop targeted interventions for educational enhancement.

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