

# UN-SDGs Localization: Awareness, Implementation and Challenges of Public Libraries in Laguna, Philippines

Jeremiah J. Ardales<sup>1</sup>; Ma. Lindie D. Masalinto<sup>2</sup>

<sup>1</sup>Author, University of Perpetual Help System Laguna Philippines

<sup>2</sup>Co-Author, RL, MEdLS, PhD, University of Perpetual Help System Laguna Philippines

Publication Date: 2026/05/09

**Abstract:** The study used a descriptive-correlational research design to illustrate the awareness, implementation and challenges of public librarians in localizing the UN-SDGs. It utilized a self-made survey questionnaire to collect quantitative data from participating public libraries such as Biñan City Studies Center, Santa Rosa City Library, San Pablo City Library, and Laguna Provincial Library. The study found that public librarians in Laguna exhibit a very high level of awareness of key United Nations Sustainable Development Goals—particularly SDG 4, SDG 10, and SDG 11 (WM = 3.37), indicating strong potential for localization. They also demonstrated a very high level of implementation of SDG-related programs in culture and heritage, literacy, and community engagement (WM = 3.32), though gaps remain in access to information and digital services, highlighting the need for improved digitization. However, librarians reported a high level of challenges (WM = 3.22), especially in physical facilities, funding, and human resources, suggesting limited local government support. A significant relationship was found between awareness and program implementation, showing that higher awareness leads to stronger SDG initiatives. Based on these findings, an action plan was proposed to address gaps in digital services, infrastructure, funding, and workforce capacity. The study concluded that public librarians in Laguna demonstrate a very high level of awareness of key United Nations Sustainable Development Goals—particularly SDG 4, SDG 10, and SDG 11—indicating strong potential for localization. They also show a very high level of implementation of SDG-related programs in culture and heritage, literacy, and community engagement, though gaps in access to information and digital services highlight the need for improved digitization. However, librarians face a high level of challenges in facilities, funding, and human resources, reflecting insufficient support from local government units. A significant correlation between awareness and implementation underscores that higher awareness leads to stronger SDG initiatives. Thus, an action plan is needed to address issues in digitization, infrastructure, funding, and personnel, as institutional commitment is crucial to sustaining SDG localization efforts.

**Keywords:** UN-SDGs, Public Libraries, Localization, Awareness, Implementation, Challenge.

**How to Cite:** Jeremiah J. Ardales; Ma. Lindie D. Masalinto (2026) UN-SDGs Localization: Awareness, Implementation and Challenges of Public Libraries in Laguna, Philippines. *International Journal of Innovative Science and Research Technology*, 11(4), 3832-3847. <https://doi.org/10.38124/ijisrt/26apr2408>

## I. INTRODUCTION

Libraries have long served as foundational institutions in the intellectual and civic development of societies, dating back to early civilizations such as Sumer, where clay tablets were preserved for future use. Among various types, public libraries stand out as vital access points for knowledge, fostering learning, collaboration, and social development (Panda & Das, 2022; Koscieljew, 2020). Historically, rulers like Ashurbanipal promoted accessibility by expanding and translating collections, a practice continued in major centers such as Library of Alexandria and Baghdad. Over time, libraries evolved into national institutions supporting identity, education, and civic pride (Rubin, 2015).

In the Philippines, Republic Act No. 7743 mandates the establishment of public libraries and reading centers nationwide. Despite their recognized role—particularly in supporting the United Nations Sustainable Development Goals (SDGs) through education, access to information, and community programs—there remains limited empirical evidence on their effectiveness in SDG localization, especially at the local level.

This study focuses on public libraries in Laguna, aiming to assess their level of awareness, implementation, and challenges in SDG localization, and to propose strategies that strengthen their role in promoting sustainable and inclusive development.

## II. LITERATURE REVIEW

### ➤ *Awareness on UN Sustainable Development Goals*

Ilham (2021) discusses the importance on how the United Nations drafted the Sustainable Development Goals (SDGs) in 2015 to address the global challenges while ensuring better and sustainable actions for the future generation (2021). Among Asian countries, Malaysia has also made an effort to integrate the SDGs into its national development plan. In this study, the awareness level of youth from high schools in Greater Kuala Lumpur towards Sustainable Development Goals has been assessed through questionnaires with 60 questions given to 421 respondents. Sufficient levels of feedbacks for the whole population were acquired (Confidence level: 95%, Margin of error: 5%). Five schools were selected and grouped into 3 types: high-performance school (national merit of excellence), cluster school (state level merit of excellence), and daily school (normal achievement). The results of the Spearman Rho correlation showed a significant but weak relationship [ $r=0.435$ ] between attitude and practice for all schools. Interestingly, the statistical test showed a negligible relationship between knowledge and attitude, and knowledge and practice, indicating a low attitude to practice SDGs amongst youth although equipped with adequate knowledge. The study also found that high-performance schools showed the highest score for all knowledge, attitude, and practice. Ezaz and Borgohain (2024) conducted a survey on 233 library professionals in Assam to find out how aware they are of the UN-SDGs and how committed they are to incorporating them into library work. It showed generally high awareness and commitment, but noted some challenges like lack of collaboration with external stakeholders and insufficient training for SDG promotion.

Cabada & Dablio (2025) reported a study conducted in Bukidnon, Philippines examined librarians' awareness and attitudes toward SDG 4 (Quality Education) and how these influence their engagement in academic library contexts. Result showed that librarians generally had high levels of awareness and positive attitudes, which significantly influenced active engagement in implementing SDG-related initiatives.

### ➤ *SDG 4 - Quality Education*

Lison (2024) reports the general function of libraries as educational institutions that plays a vital role in supporting SDG 4. It is done through provision of information assets such as books, literacy programs, digital learning resources that encourage both prescribed and casual means of learning and skills development Unegbu, Immaculata & Emuchay (2023) state that libraries have a duty to ensure research visibility in which they provide research direction and publication that could make research work more inclusive and bridge informational gaps within previous research material. This brings the potential of both acquiring new data regarding sustainability while correcting or refining currently accepted information

### ➤ *SDG 10 - Reduced Inequalities*

Lison (2024) highlights the role that public libraries play in implementing SDG 10 through providing services and programs that cater to the needs of marginalized groups within the community while distributing information assets to all users, including materials that advocates and empowers less privileged demographics. The increasing use of the internet in libraries had also narrowed the gap of inequality since library user could access the cyberspace and receive benefits, especially in the less developed global South

Unegbu, Immaculata & Emuchay (2023) emphasize the role of public libraries as information scouts through representing vulnerable sectors when it comes to negotiating with potential stakeholders since the fundings that come from such sponsors would pay dividends in the social development of indigent groups who can expect a future with good quality living standards and increased literacy.

### ➤ *SDG 11- Sustainable Cities and Communities*

Both Lison (2024) and Unegbu, Immaculata & Emuchay (2023) highlight the importance of public libraries in fulfilling SDG 11 through providing a venue of community engagement, special public events and letting its users to gather, discuss and collaborate while also partnering with local community organizations to implement programs related to social responsibility. These initiatives develop the community camaraderie and cohesiveness and it can strengthen local identity, especially when in tandem with the preservation and promotion of cultural heritage that helps foster understanding and appreciation for diversity. Public libraries can also make an example of environmental sustainability by practicing waste-reduction, energy-efficient infrastructure and support of small local businesses to help promote economic development for both the community and surrounding polities.

### ➤ *Implementation of UN-SDGs*

Dabengwa (2025) conducted a global mixed-methods review that examined on how academic libraries contribute to SDG attainment by analyzing 25 relevant articles covering 164 libraries worldwide. The result showed that libraries engaged in SDG-related activities but often lack systematic planning and measures, with some instances of superficial "SDG washing" where routine activities are re-labeled as SDG contributions without clear alignment. The study highlighted institutional factors such as leadership, culture, and partnerships that affect SDG implementation and it recommended a drafting of standardized tools to better measure the library SDG outcomes.

Voravickositt (2025) reported in his reviews *how library associations* — the organizational bodies that govern and support libraries are integrating SDGs into their strategic planning and advocacy. Over half have embedded SDG in their planning, and many support members to align programming with SDG priorities, indicating implementation at a sector level rather than just individual libraries.

➤ *Access to Information and Digital Services*

Tbaishat (2020) found that libraries work best in promoting SDGs when they accommodate every user regardless of their creeds and nationalities by providing a safe space for users to access information or encourage discussions and interaction whether onsite or online to promote digital literacy. Abumadour (2020) notes how Public Libraries are equipped with open access and educational resources such as internet and e-book databases that provide them with materials that were previously exclusive or inaccessible in the written format due to time, place or price and could now be widely distributed to a larger user-population which in turn would contribute to lifelong learning, equity and increase in the quality of library staff brought about by adaptation to electronic development in the information sphere.

Cyr and Connaway (2020) discussed a particular method of information access in the form of *Idea Boxes*, these are learning centers that could be installed on places that otherwise inaccessible during times of crisis while also serving as community hubs. Unegbu, Immaculata & Emuchay (2023) report that librarians are also trained to become information scouts in which they should look into untested materials to bridge information gaps found within current and previous research and to implement policies such as *Open Access Initiatives* in order to make both research materials and SDG-related information accessible to the greater public.

➤ *Literacy and Lifelong Learning*

Kosciejew (2020) states that public libraries are educational places that provide accessible space for information to accommodate every user regardless of status and convert the data they received into knowledge and ideas.

Mono & Monobe (2020) discussed a that public libraries could utilize the humanistic model of education which equally emphasizes both the human capital for development along with the recognition of human rights and social equality that underlines lifelong learning as a key factor in resolving social issues. This method is proven to be more consistent with the core library principles in contrast to the neoliberal human capital model and provides a more dynamic approach for public libraries to serve their local population.

➤ *Local Culture and Heritage*

Both Kosciejew (2020) and Mansour (2019) state the importance that public libraries play in preserving texts of historical significance, whether it be handwritten, printed or digital. This preservation of local and worldwide heritage would not just accommodate high-quality education but also nurture creativity and intellectual activity that could fuel positive local development.

Noh (2021) reports the public library's duty in protecting the community's local heritage from physical harm through an example during a civil conflict in Mali, where library volunteers, with the help of international aid, managed to preserve and restore their own historical collections

Hapel (2020) also notes how the Dokk1 library in Aarhus would participate with the Danish government's policy of welcoming and accommodating refugees from war-torn and impoverished countries through community engagement programs and events that helped build goodwill and mutual solidarity between refugees and the local population.

➤ *Community Engagement and Partnership*

Cassel (2021) discusses how public librarians must be proactive in their cooperation with the local government and community which could be done through the following: (1) library staff should study the community itself, particularly its needs, demographics and interests in order to create a community profile from which programs and policies can be based on; (2) talk to community leaders in order to know what initiatives could provide to the population; (3) send the library staff beyond the premises in order to conduct outreach programs and to learn more about local groups and individuals with which they could share ideas in improving library services and finally, (4) contact potential partners organizations and institutions linked with the local community in order to encourage networking between the library and local residents.

Holmquist (2021) states how public libraries could also be instrumental in the awareness and implementation of SDGs, best illustrated by the UPSCALE project, a Scandinavian program that involves public libraries as SDG hubs whose framework serves as a shared language of cooperation of the public, political and educational sectors.

➤ *Challenges of Public Libraries in Localizing the UN-SDGs*

Krishanthy and Gamage (2024) conducted an exploratory study on how university libraries in Sri Lanka practice and adapt SDGs locally. The study identified specific challenges that hinder effective implementation in these libraries. The key barriers documented were the following; (a) financial constraints limiting SDG-aligned programs and resources; (b) absence of library-focused SDG strategies or plans to guide implementation; (c) human resource limitations (staffing and expertise); (d) space constraints affecting physical SDG-related activities; (e) training needs for staff in sustainability and SDG alignment; (f) institutional culture and priorities not always supportive of SDG initiatives; (g) lack of collaboration and networking with partners to scale SDG work and; (h) low awareness/understanding of SDGs among library staff.

Dabengwa (2025) found barriers and impediments in SDG localization s such as: (a) limited sustainability literacy or strategic SDG planning in libraries; (b) instances of "SDG washing", it means a superficial labeling of activities as SDG contributions without measurable actions; (c) dependence on leadership and organizational culture that inhibit SDG work; and (d) insufficient partnerships and frameworks to operationalize SDGs effectively. The study argued that without formal mechanisms, policies, and measurable indicators, library efforts may remain symbolic rather than impactful in SDGs implementation.

Khalid et al (2021) also found key barriers that include: (a) absence of formal sustainable strategies in library planning; (b) lack of sustainability education in LIS curricula which affects readiness to localize SDGs; (c) operations and service processes not always aligned with long-term sustainability goals; (d) resistance to change and traditional practices that slow adaptation to sustainability frameworks. Although this review predates many SDG-specific studies, it identifies structural and cultural challenges that libraries face in shifting toward sustainability-oriented frameworks—challenges that are persistent in SDG localization efforts.

Tuble (2025) also identified barriers within sustainability implementation that overlap with SDG priorities such as: (a) limited financial resources to support sustainable library infrastructures and programs; (b) regulatory complexity and policy gaps that make SDG alignment unclear or difficult; (c) lack of specialized training for library staff on sustainable practices and institutional SDG integration. This Philippine study provides regional context on how resource, policy, and training shortages restrict libraries' sustainable operations—an important lens for SDG localization within library institutions in the country.

#### ➤ *Physical Space and Facilities*

Gahagan & Calvert (2019) discussed how a library cannot just be a building but also as a 'makerspace' that would encourage cooperation between users who aside from the stereotypical function of reading and borrowing could also experiment and create new or existing knowledge in order to construct a responsive community space. Mady & Hewidy (2024) report on how the public library's own physical infrastructure could also contribute in community's growth, an example of which would be two libraries in Helsinki, Finland that were strategically located near local economic hotspots, public transportation, and diverse activity centers such as dancing, basketball, and even a built-in gaming system that make the place a prominent social hub for the community.

Melik & Merry (2021) discovered that while Dutch libraries have segregated spaces for certain groups such as gamers, researchers or the elderly, there were cases when interactions between two groups not only occurred but were also beneficial in the development of social skills and self-confidence for certain individuals and helps facilitate mutual respect and understanding between users of different nationalities, age-groups and other demographics.

#### ➤ *Source of Funding and Allocation*

Van Melik, et al (2025) state that financial limitations had led to many public libraries undertaking quick and short-term library activities of varying quality based on the precarious nature of available funding which could potentially impact their caliber and integrity as an educational and social institution. Mathiasson & Jochumsen (2022) report that when facing the issue of managing public funds and maintaining finances amidst potential crises, public librarians promote their programs to help expand its target number of users within the masses.

Brown (2020) also reports that public libraries also practice needs assessment, in which data collection is examined in order to determine and prioritize the needs of the community and what allocated resources are needed to address them.

#### ➤ *Human Capacity and Cooperation*

Deyrup, Bekbalaeva & Tammaro (2020) stresses that any library, no matter how vast their collections or advanced their facilities, still demand heavily on human capital for its continued administration, a need that encompasses all intervention programs. Despite the fact that digital media had slowly become one of the main sources of learning and information, the libraries had continued to enjoy users' cooperation. For example, libraries in Kyrgyzstan played a key role in the empowerment of female workers and aspiring entrepreneurs through the provision of better economic opportunities and job support while American public libraries have transitioned from knowledge hubs to community centers based on active education and digital information programs.

Munshi & Ansari (2020) conducted a study in West Bengal that found that only an average of 3 professional and 2 non-professional employees had been recorded to work in the twelve districts with a total population of 99 million. This dearth of personnel has negatively impacted the service points of each surveyed libraries and is further exacerbated by lack of managerial skills and technological awareness among employees alongside a deficiency in ICT applications and their potential services which had led to a marked decline of library user numbers. In the attempt to remedy the problem, the librarians suggested that government should undertake rigid recruitment programs and technology training initiatives in order to reduce deficiency while increasing technical skills of both new and existing personnel.

### III. METHODOLOGY

#### ➤ *Research Design*

The study utilized a descriptive-correlational research design to illustrate the awareness, implementation and challenges of public librarians in localizing the UN-SDGs. A descriptive-correlational study described the variables and tests the statistical relationship between and among the variables. In particular, this design served to uncover the patterns and connections that existed between two or more variables without making any claims or manipulations. It was achieved through Survey Questionnaires to collect quantitative data. Moreover, the study would determine if there was correlation between awareness and implementation of UN-SDGs localization among public librarians in Laguna.

#### ➤ *Sources of Data*

The primary source of data for the study were the public librarians in the province of Laguna. Only the empirical data gathered from the respondents were subjected to statistical analysis.

#### ➤ *Population of the Study*

The population of the study consist of public librarians and personnel in Laguna, specifically from Biñan City

Studies Center, Santa Rosa City Library, San Pablo City Library, and Laguna Provincial Library. It was important to mention that there were no government-funded public libraries yet in the City of San Pedro, Cabuyao, and Calamba when the research was conducted. Purposive sampling was utilized with 36 public librarians and personnel in Laguna participated in the study.

➤ *Instrumentation and Validation*

The research instrument was a self-made questionnaire consisted of thirty (30) items divided into three parts: (1) level of awareness of public librarians in Laguna on selected UN-SDGs; (2) level of implementation of programs among public librarians in Laguna in localizing the UN-SDGs; (3) challenges encountered by public librarians in Laguna in localizing the UN-SDGs.

There were experts from library and information science as well as research and statistics who evaluated the survey questionnaire to validate its content. The instrument was subjected to reliability testing using Cronbach’s Alpha. For Level of Awareness (0.732), Level of Implementation (0.806) Challenges Encountered (0.733).

➤ *Data Gathering Procedure*

The researcher visited all government-funded public libraries in Laguna located in the City of Biñan, Santa Rosa, San Pablo, and the provincial capital in Sta. Cruz. The researcher presented a formal letter to the LGU official and public librarians outlining the purpose of his SDG related research. The researcher was able to obtain written consent from 36 respondents. The raw data was tabulated in Google Forms and submitted to the statistician for quantitative data analysis.

➤ *Statistical Treatment of Data*

The software of SPSS Statistics was utilized in performing Descriptive Statistics to generate the following data:

- Weighted mean to determine the level of awareness, implementation and challenges among public librarians in localizing the UN-SDGs in Laguna.
- Pearson product-moment correlation to determine the relationship between and among the variables of awareness and implementation in localizing the UN-SDGs in Laguna.

**IV. RESULTS**

➤ *Awareness on SDG 4 - Quality Education*

Table 1 Level of Awareness of Public Librarians in Laguna on SDG 4 - Quality Education

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Recognizes the importance of learning materials to attain functional numeracy and literacy.	3.37	Very High	1
2. Understands the value of vocational-technical instructional materials for self-study to practice specific skills set.	3.34	Very High	3
3. Recognizes the equitable access to academic materials for tertiary level to achieve college diploma and professional license.	3.35	Very High	2
4. Acknowledges the value and relevance of reading materials on climate change, human rights, global peace, cultural heritage, technological advancement, to support the sustainable development.	3.33	Very High	4
<b>Average Weighted Mean</b>	<b>3.34</b>	<b>Very High</b>	

Table 2 Level of Awareness of Public Librarians in Laguna on SDG 10- Reduced Inequalities

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Welcomes all library users regardless of gender preference, religious affiliation, political background, educational attainment, and socio-economic status.	3.38	Very High	2
2. Understands the principle on equal opportunities to access information for further educational and social development.	3.82	Very High	1
3. Attentive on designing library spaces and procedures that respect individual rights to read, learn, and be productive.	3.37	Very High	3
<b>Average Weighted Mean</b>	<b>3.52</b>	<b>Very High</b>	

Table 3 Level of Awareness of Public Librarians in Laguna on SDG 11 - Sustainable Cities and Communities

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Knowledge on local culture and national heritage strengthen collaboration and social cohesion in the community.	3.24	High	2.5
2. Cognizant of responsible use of resources (water, electricity, paper,	3.24	High	2.5

<i>etc.) in managing environment- friendly facilities.</i>			
3. Mindful of providing inclusive space for individual reading, group workshop, social events inside the library.	3.31	Very High	1
<b>Average Weighted Mean</b>	<b>3.26</b>	<b>Very High</b>	

Table 4 Summary of the Level of Awareness of Public Librarians in Laguna on Selected UN-SDGs

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. SDG 4 - Quality Education	3.34	Very High	2
2. SDG 10 - Reduced Inequalities	3.52	Very High	1
3. SDG 11 - Sustainable Cities and Communities	3.26	Very High	3
<b>Overall Weighted Mean</b>	<b>3.37</b>	<b>Very High</b>	

➤ *Level of Implementation of Programs among Public Librarians in Laguna in Localizing the UN-SDGs*

Table 5 Level of Implementation of Programs among Public Librarians in Localizing the UN-SDGs: *Access to Information and Digital Services*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Opens the library on a regular schedule to give users an assurance to access its collection.	3.31	Very High	1
2. Provides enough number of computer units for free and flexible hours of use.	3.22	High	2.5
3. Prepares digitize copy of library materials and its downloadable for easy access.	3.16	High	4
4. Creates library website and/or official page in social media to connect with online library users.	3.22	High	2.5
<b>Average Weighted Mean</b>	<b>3.23</b>	<b>High</b>	

Table 6 Level of Implementation of Programs Among Public Librarian in Localizing the UN-SDGs: *Literacy and Lifelong Learning*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Organizes workshops, trainings, seminars, and alternative classes to develop literacy and expand field of interests for lifelong learning.	3.35	Very High	1
2. Provides adequate and appropriate facilities (e.g. viewing room, discussion area, listening nook, etc.) for out-of-school learning opportunities.	3.32	Very High	2
<b>Average Weighted Mean</b>	<b>3.34</b>	<b>Very High</b>	

Table 7 Level of Implementation of Programs Among Public Librarians in Localizing the UN-SDGs: *Local Culture and Heritage*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Preserves and promotes local culture and heritage through exhibits, public events, social media activities, and the like.	3.44	Very High	1
2. Prepares an emergency library response in times of crisis such as natural disasters or armed conflict to protect its collection esp. those with historical and cultural significance.	3.35	Very High	2
<b>Average Weighted Mean</b>	<b>3.39</b>	<b>Very High</b>	

Table 8 Level of Implementation of Programs Among Public Librarians in Localizing the UN-SDGs: *Community Engagement and Partnership*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Collaborates with local schools, barangays, private organizations and NGOs to promote learning for sustainable development in the local community.	3.31	Very High	2
2. Connects with other public libraries to strengthen networks and linkaging.	3.33	Very High	1
<b>Average Weighted Mean</b>	<b>3.32</b>	<b>Very High</b>	

Table 9 Summary of the Level of Implementation of Programs Among Public Librarians in Laguna in Localizing the UN-SDGs

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Access to Information and Digital Services	3.23	High	4
2. Literacy and Lifelong Learning	3.31	Very High	2.5
3. Local Culture and Heritage	3.38	Very High	1
4. Community Engagement and Partnership	3.31	Very High	2.5
<b>Overall Weighted Mean</b>	<b>3.32</b>	<b>Very High</b>	

➤ *Challenges Encountered by Public Librarians on Physical Space & Facilities*

Table 10 Challenges Encountered by Public Librarians in Laguna in Localizing the UN-SDGs: *Physical Space and Facilities*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Limited space and storage for library collections to protect and maintain its good condition.	3.26	Very High	3
2. Limited facilities for reading, computing, viewing, listening and other indoor learning activities.	3.28	Very High	2
3. Insufficient number of public utility vehicles, photocopying and printing service centers, and fast food outlets near the library.	3.44	Very High	1
4. Limited space for recreational activities and social gatherings of the users.	3.21	High	4
<b>Average Weighted Mean</b>	<b>3.29</b>	<b>Very High</b>	

Table 11 Challenges Encountered by Public Librarians in Laguna in Localizing the UN-SDGs: *Source of Funding and Allocation*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. There are librarians and staff that are not yet tenured.	3.34	Very High	1
2. Insufficient budget for acquisition & maintenance of library collections.	3.25	Very High	2
3. No alternative source of funding for emergency expenses.	3.21	High	3
<b>Average Weighted Mean</b>	<b>3.27</b>	<b>Very High</b>	

Table 12 Challenges Encountered by Public Librarians in Laguna in Localizing the UN-SDGs: *Human Capacity and Cooperation*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Limited engagement of the library to conduct learning sessions for marginalized members of the local community.	3.12	High	1.5
2. Lack of cooperation among library personnel affects the quality of social interaction.	3.12	High	1.5
3. Library personnel seldom attend conferences, seminars or trainings for staff development.	3.07	High	3
<b>Average Weighted Mean</b>	<b>3.10</b>	<b>High</b>	

Table 13 Summary of the Challenges Encountered by Public Librarians in Laguna in Localizing the UN-SDGs

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Physical Space and Facilities	3.30	Very High	1
2. Source of Funding and Allocation	3.27	Very High	2
3. Human Capacity and Cooperation	3.10	High	3
<b>Overall Weighted Mean</b>	<b>3.22</b>	<b>High</b>	

➤ *Relationship between the Level of Awareness and Implementation of Programs among Public Librarians in Laguna in Localizing the UN-SDGs*

Table 14 Relationship between the Level of Awareness of Public Librarians on selected SDGs and the Level of Implementation of Programs in Laguna in Localizing the UN-SDGs

AWARENESS ON SELECTED UN-SDGS	IMPLEMENTATION OF PROGRAMS			
	Access to Information and Digital Services	Literacy and Lifelong Learning	Local Culture and Heritage	Community Engagement and Partnership
	r = 0.197	r = 0.113	r = 0.179	r = 0.083

Quality Education (SDG 4)	Low correlation p = 0.108 r = 0.048	Low correlation p = 0.358 r = 0.103	Low correlation p = 0.143 r = 0.027	Negligible correlation p = 0.503 r = 0.231
Reduced Inequalities (SDG 10)	Negligible correlation p = 0.700	Low correlation p = 0.405	Negligible correlation p = 0.830	Low correlation p = 0.058
Sustainable Cities and Communities (SDG 11)	Moderate correlation r = 0.505** p = 0.000	Low correlation r = 0.239 p = 0.050	Low correlation r = 0.312* p = 0.010	Low correlation r = 0.347** p = 0.004
**significant @ 0.01; *significant @ 0.05				

➤ Proposed Plan of Actions for the Public Libraries in Laguna in Localizing the UN-SDGs

Table 15 Proposed Plan of Actions for the Public Libraries in Laguna in Localizing the UN-SDGs

Areas of Concern	Target Goals	Proposed Program/s	Personnel Involved	Proposed Budget	Expected Output
<b>Information and Digital Services</b>	To draft local policies that support and sustain digitization of public libraries in Laguna.	1. Establish or expand the Tech4Ed centers  2. Digitization of SDG-related materials  3. Strengthen communication via social media	Librarians & Personnel	As per determination of the city librarian and approval of the <i>Sangguniang Panlungsod/ Panlalawigan</i>	100% public libraries have operational Tech4Ed Centers  75% of SDG materials are digitized  75% increase in social media inquiries/ messages
<b>Physical Space and Facilities</b>	To further improve the facilities, equipment and services of public libraries in Laguna.	Provision of the ff.: 1. Sufficient space 2. Quality Equipment 3. Vehicle 4. Food services	Librarians and Personnel	As per determination of the city librarian and approval of the <i>Sangguniang Panlungsod/ Panlalawigan</i>	95% improvement on floor plan and library equipment  95% availability of transportation and food services
<b>Source of Funding &amp; Allocation</b>	To promote collaboration among stakeholders to increase funding for public libraries in Laguna.	1. Local lobbying to increase the annual budget of public libraries  2. Providing plantilla position for public library personnel  3. Initiate Income Generating Projects (IGPs)/ benefactors for alternative source of funding	Librarians  LGU officials  Librarian and Personnel	As per determination of the city librarian and approval of the <i>Sangguniang Panlungsod/ Panlalawigan</i>	50% increase in the annual budget of public libraries  50% additional plantilla for public library personnel  15% additional budget from IGPs/ benefactors
<b>Human Capacity and Cooperation</b>	To further develop the skills, knowledge and commitment of library personnel	1. Inclusion of community engagement as a requirement for promotion/ permanency	Librarians and Personnel  Resource person/s	As per determination of the city librarian and approval of the <i>Sangguniang Panlungsod/</i>	100% engagement of library personnel in the local community  75% increase in participation

		2. Retooling and upskilling of library personnel through training, conferences, etc.	Librarians and Personnel	<i>Panlalawigan</i>	to training, conferences, workshops etc.
--	--	--	--------------------------	---------------------	--

**V. DISCUSSION**

➤ *Awareness on SDG 4 - Quality Education*

Based on the data, the level of awareness of respondents on SDG 4 Quality Education was “Very High” with an average weighted mean of 3.34. The sub-variable with the highest verbal interpretation was the *recognition of the importance of learning materials to attain functional numeracy and literacy* because it landed at rank no. 1 with a weighted mean of 3.37. It was followed by a sub-variable on *recognition of equitable access to academic materials for tertiary level to achieve college diploma and professional license* with a weighted mean of 3.35 and was positioned in rank no. 2. However, *understanding the value of vocational-technical instructional materials for self-study to practice specific skills set* has a weighted mean of 3.34 and ranked no.3, while *acknowledging the value and relevance of reading materials on climate change, human rights, global peace, cultural heritage, technological advancement, to support the sustainable development* has a weighted mean of 3.33 and placed at rank no. 4 (see Table 1).

The data revealed a considerable degree of awareness among public librarians in Laguna when it comes to SDG 4 Quality Education. This finding was supported by studies of Lison (2024) and Unegbu, Immaculata & Emuchay (2023) which proved that libraries contribute to an efficient implementation of SDG on Quality Education through skill development and bridging gaps between current and previous research information. In addition, Tedeneke (2020) and Ipsos (2020) stated that emerging economies like Malaysia, Brazil and India were more aware of the SDGs compared to economically advanced countries such as the United States, Japan and Great Britain.

➤ *Awareness on SDG 10- Reduced Inequalities*

According to the statistical analysis, the level of awareness of respondents on SDG 10 Reduced Inequalities was also “Very High” with an average weighted mean of 3.52. The sub-variable with the highest verbal interpretation was the *understanding of the principle on equal opportunities to access information for further educational and social development* with a weighted mean of 3.82 and was placed at rank no.1. Meanwhile, *welcoming all library users regardless of gender preference, religious affiliation, political background, educational attainment, and socio-economic status* has a weighted mean of 3.38 and rank no. 2. The sub-variable on being *attentive in designing library spaces and procedures that respect individual rights to read, learn and be productive* has a weighted mean of 3.37 and rank no. 3 (see Table 2).

The data described a very high level of awareness on SDG 10 Reduced Inequalities among public librarians in Laguna. It confirmed the previous studies that libraries

provide learning programs and materials to help the less-privileged sectors in the community and the librarians represented the vulnerable individuals in persuading stakeholders to provide funds for library development that could further benefit the marginalized sectors (Lison 2024; Unegbu, Immaculata & Emuchay 2023).

➤ *Awareness on SDG 11- Sustainable Cities and Communities*

Lastly, the result on level of awareness on SDG 11 Sustainable Cities and Communities was also “Very High” like in SDG 4 Quality Education and SDG 10 Reduced Inequalities. It was noted that the average weighted mean of 3.26 was quite low for SDG 11 among the three selected SDGs. The sub-variable with the highest verbal interpretation was being *mindful in providing inclusive space for individual reading, group workshop and social events inside the library* with a weighted mean of 3.31 and rank no. 1. The remaining two sub-variables, *knowledgeable on local culture and national heritage that strengthen collaboration and social cohesion in the community and cognizant of responsible use of resources (water, electricity, paper etc.) in managing environment-friendly facilities*, have the same weighted mean of 3.24 and were both on rank no. 2.5 (see Table 3).

The data described a very high level of awareness on SDG 11 Sustainable Cities and Communities among public librarians in Laguna. This finding supported the previous studies on the role of public libraries as community partners in practicing energy efficiency and waste-reduction to help create a cleaner and safer place for human habitation and development (Aregbesola, Owolabi & Adebisi 2023; Lison 2024).

➤ *Summary of the Level of Awareness of Public Librarians in Laguna on Selected UN-SDGs*

Overall, the level of awareness of public librarians on selected UN-SDGs was “Very High” with an average weighted mean of 3.37. It was noted that among three dependent variables, SDG 10 Reduced Inequalities, has the highest verbal interpretation with a weighted mean of 3.52 and rank no. 1. It was followed by SDG Quality Education with a weighted mean of 3.34 and rank no. 2; and SDG 11 Sustainable Cities and Communities with a little lower weighted mean of 3.26 and was in rank no. 3 (see Table 4).

The result showed that public librarians in Laguna are well-aware of the United Nations Sustainable Development Goals, especially SDG 4, 10, and 11. The public libraries play a vital role in promoting the UN-SDGs by providing information assets to the community. Based on previous studies, the librarians who have high level of awareness and deep commitment are using their influence to engage in SDG

initiatives that benefit the society (Cadaba & Dablio 2025; Ezaz & Borgohain 2024; Lison 2024; Noh 2021).

➤ *Implementation of Programs on Access to Information and Digital Services*

Based on the data, the respondents' level of implementation of program on 'Access to Information and Digital Services' in support of localizing the UN-SDGs was "High" with an average weighted mean of 3.23. The sub-variable with the highest verbal interpretation was *opening of the library on a regular schedule to give users an assurance to access its collection* with a weighted mean of 3.31 and rank no. 1. The next two sub-variables were *providing enough number of computer units for free and flexible hours of use* and *creating library website and/or official page in social media to connect with online library users* have weighted mean of 3.22 and tied on rank no. 2.5; and the sub-variable on *preparing digitize copy of library materials and its downloadable for easy access* has a weighted mean of 3.16 and rank no. 4 (see Table 5).

The data showed a high degree of implementation among Laguna public libraries when it comes to providing access to information materials and digital services, albeit in a scale slightly lower than what was expected due to certain factors such as funding and spacing hindering current development. Nevertheless, this result was consistent with the previous studies that described libraries as safe spaces for information access and digital literacy for the wider public to bridge information gaps pertaining to UN-SDGs (Tbaishat 2020; Abumadour 2020; Unegbu, Immaculata & Emuchay 2023).

➤ *Implementation of Programs on Literacy and Lifelong Learning*

The data on respondents' level of implementation of program on 'Literacy and Lifelong Learning' in support of localizing the UN-SDGs was "Very High" with an average weighted mean of 3.34. The sub-variable with the highest verbal interpretation, particularly on *organizing workshops, trainings, seminars, and alternative classes to develop literacy and expand fields of interests for lifelong learning* has a weighted mean of 3.35 and rank no. 1. The sub-variable on *providing adequate and appropriate facilities (e.g. viewing room, discussion area, listening nook, etc.) for out-of-school learning opportunities* has a weighted mean of 3.32 and rank no. 2 (see Table 6).

The data revealed a very high degree of implementation of programs among public libraries in Laguna when it comes to organizing various events to support the education of its users by providing appropriate services and space that could accommodate or enhance the learning experience. This result was strongly supported by previous studies that highlighted the importance of alternative classes, workshops and other programs in bridging information gaps among the local population. The public libraries have obligation to support local and national campaigns related to education, ideally through humanistic models of education that emphasizes human rights and capital as a stepping stone for social development (Aregbesola, Owolabi & Adebisi 2023;

Mansour 2019; Lison 2024; Noh 2021; Koscieljew 2020; Panda & Das 2022; Unegbu, Immaculata & Emuchay 2023; Mono & Monobe 2020).

➤ *Implementation of Programs on Local Culture and Heritage*

Furthermore, the data on respondents' level of implementation of program on 'Local Culture and Heritage' in support of localizing the UN-SDGs was "Very High" with an average weighted mean of 3.39. The sub-variable with the highest verbal interpretation, particularly on *preserving and promoting local culture and heritage through exhibits, public events, social media activities and the like* has a weighted mean of 3.44 and rank no. 1. The sub-variable on *preparing an emergency library response in times of crisis such as natural disasters or armed conflict to protect its collection esp. those with historical and cultural significance* has a weighted mean of 3.35 and rank no. 2 (see Table 7).

The data showed a substantial degree of implementation of programs among public librarians in Laguna when it comes to preserving the culture of their respective ocales in times of stability through public events and promotions and even during crisis such as natural disasters. This result was supported by previous studies that emphasized the role of local heritage in educational, creative and intellectual activities that contribute to positive social development (Mansour 2019; Koscieljew 2020) while also potentially building goodwill for both the local population as well as outsiders such as refugees and ethnic minorities to help build a sense of camaraderie regardless of their backgrounds or beliefs (Hapel 2020).

➤ *Implementation of Programs on Community Engagement and Partnership*

Lastly, the data on respondents' level of implementation of program on 'Community Engagement and Partnership' in support of localizing the UN-SDGs was "Very High" with an average weighted mean of 3.32. The sub-variable with the highest verbal interpretation, particularly on *connecting with other public libraries to strengthen networks and linking* has a weighted mean of 3.33 and rank no. 1. The sub-variable on *collaborating with local schools, barangays, private organizations and NGOs to promote learning for sustainable development in the local community* has a weighted mean of 3.31 and rank no. 2 (see Table 8).

The data revealed a substantial degree of implementation of programs among public librarians in Laguna when it comes to coordinating with their respective communities on programs related to social development through partnerships with schools, barangays, other libraries, private individuals/ organizations, within and outside Laguna. This result was corroborated by previous studies that described the public libraries as active agents that provide equitable knowledge access, civic spaces and programs of social and holistic free enterprise (Mansour 2019; Mathiasson & Jochumssen 2022) which could be achieved in a community-wide events. The close coordination with local leaders on what program may be implemented within the community led to efficient use of resources (Cassel 2021). In

addition, public librarians could tap the network of different sectors (government, non-government, private institutions) to collaborate on projects that bring awareness and subsequent implementation of SDGs to be implemented nationwide (Holmquist 2021).

➤ *Summary of the Level of Implementation of Programs among Public Librarians in Laguna in Localizing the UN-SDGs*

Overall, the level of implementation of programs among public librarians in Laguna in localizing the UN-SDGs was “Very High” with an average weighted mean of 3.32. It was noted that among the four dependent variables, the ‘Access to Information and Digital Services’ was the lowest with a weighted mean of 3.23 and rank no. 4. The highest was the ‘Local Culture and Heritage’ with weighted mean of 3.38 and rank no. 1, while the ‘Literacy and Lifelong Learning’ and ‘Community Engagement and Partnership’ have the same weighted mean of 3.31 and tied at rank no. 2.5 (see Table 9).

Based on the data, the programs on Local Culture and Heritage, Literacy and Lifelong Learning, Community Engagement and Partnership, yielded very high results that contributed to further development of the local community. On the other hand, the program on Access to Information and Digital Services was the lowest and it has to catch up because public libraries need to adapt in digitization. This result on implementation of programs among public librarians in Laguna in localizing the UN-SDGs was supported by previous study that library services could be structured around SDG priorities such as education, information access, community engagement and inclusion (Khon Kaen University 2025). In addition, the libraries in Azerbaijan and some Balkan countries explored different factors that affect the degree of SDG involvement which operationalizes their role in SDG support (IFLA 2023). Finally, the libraries may integrate the SDGs in strategic planning to extend their programs to other sectors rather than limit it to their own institution in order to reach a wider audience and open more opportunities for future collaborations (Voravickositt 2025).

➤ *Challenges Encountered by Public Librarians on Physical Space & Facilities*

Based on the data, the challenges encountered by public librarians on ‘Physical Space and Facilities’ in support of localizing the UN-SDGs in Laguna was “Very High” with an average weighted mean of 3.29. The sub-variable with the highest verbal interpretation was the *insufficient number of public utility vehicles, photocopying and printing service centers, and fastfood outlets near the library* with a weighted mean of 3.44 and top rank no. 1. The sub-variable on *limited facilities for reading, computing, viewing, listening and other indoor learning activities* has weighted mean of 3.28 and rank no. 2, while the *limited space and storage for library collections to protect and maintain its good condition* has a weighted mean of 3.26 and rank no. 3, and the last sub-variable on *limited space for social gatherings and recreational activities for the users* has a weighted mean of 3.21 and rank no. 4 (see Table 10).

The data revealed an underlying issue on limited space which could hinder the contributions of public libraries in the local community. It was observed during the fieldwork that Biñan City Studies Center is strategically located in the city plaza because it is surrounded by commercial establishments (e.g. Jollibee) and very near to the public market. The other public libraries in Laguna are facing some challenges in maximizing their space, like in City of Santa Rosa where the library is temporarily house inside the City Hall since the designated building for the library, the *Gusaling Museo* was under renovation when the study was conducted; the San Pablo City Library lacks a computer area for users but it was observed not as an urgent concern since most of the students have their own laptop or tablet placed on the table in front of their seats while reading. On the other hand, the Laguna Provincial Library has a designated space for computers and the library building is strategically located in downtown area which provides easy access to public transportation and food services but it was noticeable that overall indoor space is quite small to house all their library collections.

The need to address these challenges were supported by previous studies that described libraries as ‘a makerspace and a third-place’ from which cooperation among stakeholders would lead to connect groups and individuals of different backgrounds to form both personal relationships and civic identity (Gahagan & Calvert 2019; Wood 2020). The location and infrastructure of the public library are crucial in shaping it as a prime community space, such as the case in Finland where location of public libraries are near the transportation, economic, and entertainment centers which facilitated the making of public libraries as a notable social hub within the capital of Helsinki (Mady & Hewidy 2024).

➤ *Challenges Encountered by Public Librarians on Source of Funding and Allocation*

The next challenge encountered by the public librarians in Laguna in localizing the UN-SDGs was the ‘Source of Funding and Allocation’ which described as “Very High” with an average weighted mean of 3.27. The sub-variable with the highest verbal interpretation was *the number of librarians and staff that are not yet tenured* with a weighted mean of 3.34 and rank no.1. The sub-variable on *insufficient budget for acquisition and maintenance of library collections* has a weighted mean of 3.25 and rank no.2, while the variable on *having no alternative source of funding for emergency expenses* has a weighted mean 3.21 and rank no. 3 (see Table 11).

The result revealed the perennial problem of public libraries in Laguna regarding funds and finances. The most prominent issue would of course be the job security of the librarians and personnel, which coupled with a middling number of library professionals in the country. The shortage of funds could limit the library’s development and efficient localization of SDGs. Lastly, the lack of alternative source of funding, while not as high compared with the previous two problems, it is equally important as an alternative mechanism to assist the library’s funds not to go dry.

The financial needs of libraries were also highlighted in the previous studies. For example, the libraries in the Netherlands relied on Specifieke Uitkering (SPUK) to bolster their budget allocation but they experienced drop of funding in 2026. Facing this challenge, the librarians would attempt to engage in various strategies to get additional backing from possible sponsors, but also vital to practice needs assessment to prioritize and strategize program expenses for the library and the community (van Melik, et al 2025; Mathiasson & Jochumsen 2022; Brown 2020).

➤ *Challenges Encountered by Public Librarians on Human Capacity and Cooperation*

The last challenge encountered by the public librarians in localizing the UN-SDGs in Laguna was ‘Human Capacity and Cooperation’ which described as “High” with an average weighted mean of 3.10. Based on the data, there were two sub-variables with the highest verbal interpretation, such as *limited engagement of the library to conduct learning sessions for marginalized members of the local community* and *lack of cooperation among library personnel affects the quality of social interaction* with the same weighted mean of 3.12 and tied on rank no. 1.5. The sub-variable on *library personnel seldom attend conferences, workshops, seminars or trainings for staff development* has a weighted mean of 3.07 and rank no. 3 (see Table 12).

The data described a relative dearth on library human performance when it comes to localizing UN-SDGs, albeit in a lower scale compared to the previous two challenges. The two most concerning points were the lack of cooperation among library personnel and limited engagement with the marginalized group which could negatively affect the efforts of the library to implement SDG policies that will benefit the local population. Moreover, the limited participation of Laguna public librarians in conferences and seminars could also limit their skills both in managing and working within the library as well as working beyond the premises and coordinate with the community itself.

The issues mentioned earlier were also highlighted in the previous studies. For example, both libraries in Kyrgyzstan and the United States were instrumental in improving the condition of female workers and local businesses as well as increasing the benefits for both the Hispanic community and senior citizens respectively (Deyrup, Bekbalaeva & Tamaro 2020; Velez, Lyons & Chow 2020; Lenstra & Oguz 2020; Wojciechowska 2021). It strongly supported the crucial role that libraries could play in social development. Likewise, according to Munshi & Ansari (2020) there have been problems in the quality and quantity of personnel, such as in West Bengal where only 3 professional and 2 non-professional librarians are available to accommodate a population of nearly a hundred million, something that has negatively affected library efficiency and alongside a deficiency of technological and managerial skills had led to a decline of library users. To address the problem, the study recommended for the Indian government to improve recruitment and technological initiatives, particularly to hire licensed or professional personnel and to provide skills training for old personnel.

➤ *Summary of the Challenges Encountered by Public Librarians in Laguna in Localizing the UN-SDGs*

Overall, the challenges encountered by public librarians in Laguna in localizing the UN-SDGs was described as “High” with an average weighted mean of 3.22. The variable with the highest verbal interpretation was the ‘Physical Space and Facilities’ with a weighted mean of 3.30 and placed at rank no.1. was followed by ‘Source of Funding and Allocation’ with a weighted mean of 3.27 and positioned at rank no. 2. The last variable was ‘Human Capacity and Cooperation’ with a weighted mean of 3.22 and landed on rank no. 3 (see Table 13).

The variables on ‘Physical Space and Facilities’ and ‘Source of Funding and Allocation’ were serious and it could negatively affect the quality of services the public library provides to the community. It served as clear evidence of relatively low support of local government to strengthen the role of public libraries in localizing the UN-SDGs. While not as concerning as the previous two, the high weighted mean of ‘Human Capacity and Cooperation’ was equally important because it revealed the professional landscape of public librarians and personnel in Laguna that need to be addressed.

The challenges encountered by public librarians in Laguna in localizing the UN-SDGs were the same issues found in the previous studies. Like in Sri Lanka, four of the eight issues were the same such as: (1) financial constraints limiting SDG-aligned programs and resources; (2) human resource limitations for both staffing and expertise; (3) space constraints affecting physical SDG-related activities; and (4) training needs for staff in sustainability and SDG alignment (Krishanthyan & Gamage 2024). Similarly, the study of Tuble (2025) on sustainability practices of libraries in Negros Island revealed similar problems such as limited financial resources and lack of specialized training.

➤ *Relationship between the Level of Awareness and Level of Implementation*

Based on the data, the relationship between the level of awareness and level of implementation among public librarians in Laguna in localizing the UN-SDGs were as follows: (1) Awareness on SDG 11 Sustainable Cities and Communities was the only indicator that consistently showed a statistically significant relationship across almost all implementation categories; (2) Access to Information and Digital Services showed a moderate correlation ( $r = 0.505$ ) with a p-value of 0.000. This is highly significant @0.01, meaning that as librarians’ awareness of sustainable communities increases, so does their delivery of digital services; (3) Local Culture and Heritage and Community Engagement and Partnership and both showed low correlations ( $r=0.312$  and  $r=0.347$  respectively). This is significant @0.01 which suggests that public librarians view sustainability as being directly tied to heritage preservation and community involvement (see Table 14). Grounded on the acquired data, it is found that the higher the level of awareness in terms of sustainability, the higher is the level of their implementation in terms of digital access, local culture and heritage and community engagement and partnership.

➤ *Proposed Plan of Actions for the Public Libraries in Laguna in Localizing the UN-SDGs*

Based on in-depth study of the data, the researcher drafted a Plan of Action for the public librarians in Laguna to continually improve their awareness and implementation of programs related to UN-SDGs, while addressing the challenges in localizing the goals within Laguna for the next five years, 2026-2030. The outline of the Plan of Action includes the following: (1) Areas of Concern consisting of variables that have to be addressed, hopefully within five years; (2) Target Goals is setting the direction toward successful UN-SDGs localization; (3) Proposed Programs are possible interventions the public libraries may adapt to achieve the Target Goals; (4) Personnel Involved composed of individual or group that will implement the action plan; (5) Proposed Budget is the recommended mechanism to access fund; and lastly, (6) the Expected Output are success indicators for evaluation (see Table 15). If successful and integrated as part of public library policy for the next half-decade, the Action Plan and its results could prove instrumental in the continued and improved localization of UN-SDGs within Laguna that serves both the long-term benefit of the province while also providing a template for similar programs in other provinces within the country.

## VI. CONCLUSIONS

➤ *Based on the Findings, the Researcher therefore Concludes that:*

- Public Librarians in Laguna demonstrated a very high level of awareness on SDG 4 Quality Education, SDG 10 Reduced Inequalities, and SDG 11 Sustainable Cities and Communities which signified a promising localization of UN-SDGs.
- Public Librarians in Laguna presented a very high level of implementation of SDG-related programs in local culture and heritage, literacy and lifelong learning, and community engagement and partnership, but with some concern regarding access to information and digital services. It showed the need for the improvement of digitization in public libraries.
- Public Librarians in Laguna encountered a High level of challenges in terms of physical space and facilities, source of funding and allocation, and human capacity and cooperation. It revealed that public libraries were not given enough funding/ support by the local government units.
- The correlation between the awareness of public librarians on SDG 11 Sustainable Cities and Communities and the implementation of SDG-related programs on digitization, heritage preservation, and community engagement, reflected the important connection of knowledge and active involvement to push the SDG localization in the community. The higher the level of awareness, the higher the implementation of programs.

- There was a need to formulate an Action Plan to address the areas of concerns on digitization, facilities, funding, and tenure of personnel in the public libraries in Laguna because institutional commitment either make or break the initiatives on UN-SDGs localization.

## ACKNOWLEDGMENT

The researcher would like to extend his sincerest gratitude for the academic, professional, personal, and spiritual guidance of the following:

To his thesis adviser, Dr. Ma. Lindie D. Masalinto, for providing him research guidance to surpass all the challenges and for patience in dealing with his numerous questions in relation to data gathering, reliability of data, and organizing his thesis manuscript.

To the former dean of the Graduate School, Dr. Susana C. Bautista, for her supportive decision to recommend him in the Bridging Program of the College of Education and for overseeing a graduate student with special condition to accomplish all academic requirements in order to graduate.

To his parents, Dr. Alona Jumaquio-Ardales and Dr. Gregorio Y. Ardales Jr., for their unwavering support for his academic pursuits to deepen his self-responsibility and mindfulness in the realities of life.

Most of all, to the Father Almighty and Mama Mary, for the spiritual guidance and protection that strengthen his grit as a graduate student at UPHSL.

## REFERENCES

- [1]. Abumandour, E.-S. T. (2020). Public libraries' role in supporting e-learning and spreading lifelong education: A case study. *Journal of Research in Innovative Teaching & Learning*, 14(2), 178–217. <https://doi.org/10.1108/jrit-06-2019-0063>
- [2]. Aprecia, N.A.B., et.al (2022). A Descriptive Correlational Study on the Physical Environment and Perceived Academic Performance of STEM Online Learners. *4<sup>th</sup> DLSU Senior High School Research Congress, Beyond the New Normal: Realizing Innovations for a Sustainable and Crisis-Proactive Society*.
- [3]. Aregbesola, A., Owolabi, S. E., & Adebisi, T. (2023). Going to the cities: The strategic roles of public libraries in promoting sustainable development goals. *Public Library Quarterly*, 43(3), 367-384. Advance online publication. <https://doi.org/10.1080/01616846.2023.2253692>
- [4]. Bhat, A. (2023, November 24). *Descriptive correlational: Descriptive vs correlational research*. QuestionPro. <https://www.questionpro.com/blog/descriptive-research-vs-correlational-research/>
- [5]. Brown, J. A. (2020). Developing a needs assessment plan: A practical guide for public libraries. *Public*

- Library Quarterly*, 40 (6), 1-13. <https://doi.org/10.1080/01616846.2020.1854551>
- [6]. Cabada, I. E., & Dablio, M. C. (2025). *Awareness and attitudinal factors influencing librarians' engagement with SDG 4 in academic libraries*. *UIJRT*.
- [7]. Cassell, K. A. (2021). *Public libraries and their communities: An introduction*. Rowman & Littlefield.
- [8]. Cortez, C.J.C. et al (2024). The library initiatives of South-Manila Educational Consortium (SMEC) Academic Libraries in achieving the Sustainable Development Goals. *PAARL Research Journal PRJ 2024; Vol. 10*, 31-56.
- [9]. Cyr, C., & Connaway, L. S. (2020). Libraries and the unsustainable development goals: The past, present, and future. *Proceedings of the Association for Information Science and Technology*, 57(1). <https://doi.org/10.1002/pra2.237>
- [10]. Dabengwa, I. M. (2025). Are academic libraries doing enough to support the Sustainable Development Goals? Evidence Based Library and Information Practice.
- [11]. Devi, B., et. al (2022). Application of Correlational Research Design in Nursing and Medical Research. *Journal of Xi'an Shiyou University, Natural Sciences Edition*. <https://doi.org/10.17605>.
- [12]. Deyrup, M. M., Bekbalaeva, J., & Tammaro, A. M. (2020). The millennials: How and why they are using public libraries. reporting from Kyrgyzstan, the United States and Italy. *International Information & Library Review*, 52(1), 50-57. <https://doi.org/10.1080/10572317.2019.1710669>.
- [13]. Ezaz, N., & Borgohain, T. (2024). *Awareness and Perception of the United Nations' SDGs among Library Professionals in Assam*. INFLIBNET Centre.
- [14]. Gahagan, P. M., & Calvert, P. J. (2019). Evaluating a public library makerspace. *Public Library Quarterly*, 39(4), 1-26. <https://doi.org/10.1080/01616846.2019.1662756>
- [15]. Global Goals. (n.d). Goal 4: Quality Education - the global goals. <https://globalgoals.org/goals/4-quality-education/>
- [16]. Global Goals. (n.d). Goal 10: Reduced inequalities - the global goals. <https://globalgoals.org/goals/10-reduced-inequalities/>
- [17]. Global Goals. (n.d). Goal 11: Sustainable Cities and communities - the global goals. <https://globalgoals.org/goals/11-sustainable-cities-and-communities/>
- [18]. Hapel, R. (2020). Building a contemporary public library through community engagement: A personal journey. *Public Library Quarterly*, 39(5), 391-409. <https://doi.org/10.1080/01616846.2020.1772621>
- [19]. Holmquist, J. (2021). Sustainability in Danish public libraries. *Bibliothek Forschung Und Praxis*, 45(3), 472-476. <https://doi.org/10.1515/bfp-2021-0068>
- [20]. Ilham, Z. (2021). Youth Awareness Level towards Sustainable Development Goals (SDGs) in Greater Kuala Lumpur. *The Journal of Indoensia Sustainable Development Planning*. Dec 2021.
- [21]. International Federation of Library Associations and Institutions. (2023). Supporting, integrating and delivering: Library associations and the SDGs
- [22]. Ipsos. (2019). *Awareness of United Nations' Sustainable Development Goals is highest in emerging countries*
- [23]. Irinco, R. R. (2023). Up Diliman Librarians' familiarity, roles, and challenges in the realization of the United Nations' Sustainable Development Goals and their implications for improving library services. *Mountain Journal of Science and Interdisciplinary Research (Formerly Benguet State University Research Journal)*, 83(2), 85-95. <https://doi.org/10.70884/mjsir.v83i2.381>
- [24]. Jati, H.F., et al (2025). Awareness and Knowledge Assessment of Sustainable Development Goals among University Students, *Jurnal Ekonomi & Studi Pembangunan*, Universitas Muhammadiyah Yogyakarta.
- [25]. Khalid, A., Malik, G. F., & Mahmood, K. (2021). *Sustainable development challenges in libraries: A systematic literature review (2000-2020)*. *The Journal of Academic Librarianship*, 47(3).
- [26]. Koscieljew, M. (2020). Public libraries and the UN 2030 agenda for sustainable development. *IFLA Journal*, 46(4), 328-346. <https://doi.org/10.1177/0340035219898708>
- [27]. Krishanthi, S., & Gamage, R. C. G. (2024). *Practices pertaining to Sustainable Development Goals in university libraries of Sri Lanka: An exploratory study*. *Journal of the University Librarians Association of Sri Lanka*, 27(2), 197-226.
- [28]. Lenstra, N. & Oguz, F. (2020). Physical and social health at the library: Studying small and rural public libraries as venues for group fitness among older adults.
- [29]. *Proceedings of the Association for Information Science and Technology*, 57(1). <https://doi.org/10.1002/pra2.211>
- [30]. Librarian. Cambridge Dictionary. (n.d). <https://dictionary.cambridge.org/us/dictionary/english/librarian>
- [31]. Lison, B. (2024). Libraries, community empowerment, and the United Nations Sustainable Development Goals: A symbiotic transformation. *Library Trends*, 72(4), 587-600. <https://doi.org/10.1353/lib.2024.a949571>
- [32]. Mady, C., & Hewidy, H. (2024). The public library building as nexus for social interactions: Cases from Helsinki. *City, Culture and Society*, 40, 100610. <https://doi.org/10.1016/j.ccs.2024.100610>
- [33]. Mansour, E. (2019). Libraries as agents for development: The potential role of Egyptian rural public libraries towards the attainment of sustainable development goals based on the UN 2030 agenda. *Journal of Librarianship and Information Science*, 52(1), 121-136. <https://doi.org/10.1177/0961000619872064>
- [34]. Mathiasson, M. H., & Jochumsen, H. (2022). Libraries, sustainability and Sustainable Development: A review of the research literature.

- Journal of Documentation*, 78(6), 1278–1304. <https://doi.org/10.1108/jd-11-2021-0226>
- [35]. Md., S. M. (2020). The role of community libraries in the alleviation of Information Poverty for Sustainable Development. *International Journal of Library and Information Science*, 12(2), 31–38. <https://doi.org/10.5897/ijlis2020.0942>
- [36]. Munshi, S. A., & Ansari, M. A. (2020). Collections and services of public libraries in West Bengal, India: An evaluative study against the backdrop of the IFLA Guidelines. *IFLA Journal*, 47(2), 250–262. <https://doi.org/10.1177/0340035220958022>.
- [37]. Noh, Y. (2021). Study on the perception of South Korean librarians of the UN Sustainable Development Goals (sdgs) and the strategy to support libraries. *El Profesional de La Información*. <https://doi.org/10.3145/epi.2021.jul.04>
- [38]. Odom, D. 2023 Examining the level of public awareness on the Sustainable Development Goals in Africa: An empirical evidence from Ghana. *Environ Dev Sustain* . 2023 Jan 27:1-18.
- [39]. Padilla, J., Casimiro, J. M., & Amigable, C. (2025). *Assessing senior high school students' awareness of Sustainable Development Goals in a Philippine STEM school*. *Science Education International*.
- [40]. Panda, S & Das, S.K. (2022). Role of public libraries in promoting social sustainability for the United Nations Sustainable Development Goals (SDG): An exploratory study. *Library Waves: A Biannual Peer Reviewed Journal of Library and Information Science*, 129-138
- [41]. PhilAtlas. (2025). *Cities of the Philippines*. <https://www.philatlas.com/cities.html#:~:text=Cities%20in%20the%20Philippines%20are%20classified%20into,requirements%2C%20are%20considered%20part%20of%20the%20province>
- [42]. Philippine Institute for Development Studies (n.d.). *Laguna first province to hit P1-trillion mark in economic contribution – PSA*. <https://www.pids.gov.ph/details/news/in-the-news/laguna-first-province-to-hit-p1-trillion-mark-in-economic-contribution>
- [43]. [psa#:~:text=%E2%80%9CServices%20continue%20to%20contribute%20substantially,Erece%20said](https://www.pids.gov.ph/details/news/in-the-news/laguna-first-province-to-hit-p1-trillion-mark-in-economic-contribution)
- [44]. Preeyanuch Voravickositt *Journal of Arts and Thai Studies* Vol. 47 No. 2 (2025): May-August Higher Education Institution Libraries and the Sustainable Development Goals (SDGs): A Case Study of Higher Education Institution Libraries in Eastern Thailand
- [45]. Public library. *National Library of the Philippines*. (n.d.). <https://web.nlp.gov.ph/public-library/>
- [46]. Rivera, A.M. (2025). *Assessing SDG awareness among college students at ELJ Memorial College*. *International Journal of Research and Innovation in Social Science*.
- [47]. Rubin, R.H. (2015). *Foundations of Library and Information Science*. American Library Association
- [48]. Sekkat University Library Case Study Authors. (2024). Role of academic libraries in the achievement of SDGs: Case study. *Procedia Computer Science*.
- [49]. Sustainable development goals. *United Nations Development Programme*. (n.d.). <https://www.undp.org/sustainable-development-goals>
- [50]. *Supreme Court e-library information at your fingertips*. RSS. (n.d.). <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/2399>
- [51]. Tadeneke, 2020. World Economic Forum. New York, USA. Sept 2020.
- [52]. Tbaishat, D. (2020). Jordanian public libraries in relation to achieving SDGs: Shoman library in action. *Public Library Quarterly*, 40 (2), 125–143. <https://doi.org/10.1080/01616846.2020.1738836>
- [53]. Tuble, R. M. (2025). *From print to planet: Exploring sustainability practices, influencing factors, and challenges in academic libraries*. *Edelweiss Applied Science and Technology*, 9(6), 2690–2706.
- [54]. Unegbu, Phd, M. C., Immaculata, O., & Emuchay, B. N. (2023). Information literacy and Sustainable Development Goals implementation: The role of libraries and librarians. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE AND EDUCATION RESEARCH STUDIES*, 03(01). <https://doi.org/10.55677/ijssers/v03i1y2023-13>
- [55]. United Nations Department of Economic and Social Affairs. (2015). *Sustainable development: The 17 goals*. <https://sdgs.un.org/goals>.
- [56]. UNSC, 2024. Tackling SDG awareness and action gaps: A challenge and an opportunity
- [57]. van Melik, R., & Merry, M. S. (2021). Retooling the public library as social infrastructure: A Dutch illustration. *Social & Cultural Geography*, 24(5), 758–777. <https://doi.org/10.1080/14649365.2021.1965195>
- [58]. van Melik, R. et al. (2025). Infrastructuring the policymaking, funding and positioning of libraries: Unpacking tensions in Public Library policies in three European cities. *International Journal of Cultural Policy*, 1–19. <https://doi.org/10.1080/10286632.2025.2511176>
- [59]. Velez, L., Lyons, P., & Chow, A. S. (2020). It starts by asking the right questions - meeting the needs of the Hispanic community in public libraries. *Public Library Quarterly*, 41(2), 1–21. <https://doi.org/10.1080/01616846.2020.1847631>
- [60]. Voravickositt, P. (2025). Higher education institution libraries and the SDGs: Evidence from Eastern Thailand. *Journal of Arts and Thai Studies*
- [61]. Widiyawati, A. T., Kanyarat Kwiecien, & Lan Thi Nguyen. (2025). Themes identified in implemented sdgs for developing indicators of Public Library Services: A scoping review. *Tik Ilmeu : Jurnal Ilmu Perpustakaan Dan Informasi*, 9(1), 67–90. <https://doi.org/10.29240/tik.v9i1.12964>
- [62]. Wilcox, P., & Monobe, D. (2020). Matrix of Humanistic Lifelong Learning for Public Libraries. *Public Library Quarterly*, 40(5), 379–405. <https://doi.org/10.1080/01616846.2020.1754056>
- [63]. Wojciechowska, M. D. (2021). The role of public libraries in the development of social capital in local communities – a theoretical study. *Library*

*Management*, 42(3), 184–196. <https://doi.org/10.1108/Im-10-2020-0139>

- [65]. Wood, E. (2020). Libraries full circle: The cross section of community, the public sphere, and third place. *Public Library Quarterly*, 40(2), 144–166. <https://doi.org/10.1080/01616846.2020.1737491>.
- [66]. World Economic Forum. (2019). *Global survey shows 74% are aware of the Sustainable Development Goals*.