

# Intellectual Freedom in Philippine Academic Libraries: Perspectives of Academic Library Directors in Southern Tagalog

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## *Abstract*

*Intellectual freedom is one known core value in the LIS profession, but there needs to be more clarity over how to define it and apply it to the actual work. In the Philippines, this concept only exists as a clause or a section of a broader guideline or policy, and a formal framework has yet to be specifically dedicated to it. This study offers insights into how intellectual freedom is perceived in Philippine academic libraries. Academic library directors (N = 44) in Southern Tagalog, composed of Regions IV-A and IV-B, were asked about their knowledge, attitudes, and practices regarding this principle. It was found that the respondents know what intellectual freedom means and consider it highly important despite its challenges. Based on their responses, they are likely to express support for intellectual freedom but still exhibit some degree of censorship tendencies during selection. This study underscores the complexities LIS professionals face as they navigate the challenging terrain between their intellectual freedom advocacies and their roles as gatekeepers of information.*

**Keywords:** Academic libraries, censorship, intellectual freedom, library directors, Southern Tagalog

## INTRODUCTION

*“The very best libraries and librarians embody intellectual freedom principles” (Jones, 2015, p. 4).*

The American Library Association (ALA, 2007) defines *intellectual freedom* as “the right of every individual to both seek and receive information from all points of view without restriction” (para. 1). It plays a role in providing free access to all expressions of ideas through which all sides of a question, cause, or movement may be explored. On the contrary, infringing intellectual freedom is

*censorship*, an issue plaguing libraries for decades (Emery, 1994; Oppenheim & Smith, 2004). It is defined as “the suppression of ideas and information that certain persons—individuals, groups or government officials—find objectionable or dangerous” (ALA, 2007, para. 3). It is one of the most pressing issues among librarians, particularly in managing the library collection (Steele, 2018). Discourses have been raised about censorship and its nuances (Putong, 2021), and history has shown that depriving people of access to information has done more harm than good.

There is a growing concern about intellectual

freedom in Philippine academia nowadays. Reading materials are being challenged by certain individuals and groups who seek to control or limit access to knowledge that challenges power structures and the current status quo. Incidents of surrendering books to state enforcers were reported during the height of the COVID-19 pandemic in 2021, particularly at Kalinga State University (Moaje, 2021), Isabela State University (Visaya, 2021), and Aklan State University (Lena, 2021). In addition, Regional Memorandum No. 113 of the Commission on Higher Education (CHED) Cordillera Administrative Region (CAR) was also issued, encouraging all colleges and universities to pull out subversive materials in libraries and online platforms (De Vera, 2021; Sarao, 2021). The Komisyon sa Wikang Filipino (KWF) ordered schools and public libraries to halt the distribution of books believed to contain anything critical of the government (Boiser & Aurelio, 2022). Thereafter, a few book publishers, writers, and bookshops became targets of harassment and baseless accusations (Cabalza, 2022; Flores, 2022).

As gateways of information and preservers of knowledge, libraries and information centers are being placed in a vulnerable position, considering the contemporary sociopolitical climate worldwide. This growing concern is nothing new to library organizations that were urged to craft guidelines and statements that center on intellectual freedom, such as ALA's *Library Bill of Rights* (1939, most recent amendment in 2019) and International Federation of Library Associations and Institutions (IFLA) *Statement on Libraries and Intellectual Freedom* (1999). In the Philippines, the Professional Regulatory Board for Librarians' *Code of Ethics for Philippine Librarians* (2006) and *National Competency-Based Standards for Filipino Librarians* (2015) emphasize intellectual freedom as one value librarians should promote or advocate.

The challenge of promoting intellectual freedom among academic libraries is entrusted to the head librarians or library directors. As individuals occupying major leadership roles in the library, their insights are necessary for understanding the challenges and opportunities related to intellectual freedom in the academic setting. Drawing upon such issues and concerns, this study aims to offer insights into intellectual freedom from the perspective of academic library directors in a particular region in the Philippines. It also acknowledges the

complexities they face as decision-makers given the mandate to support the mission, vision, and core values of their parent institution. Within the context of censorship, there might be more to the situation than initially appears to be the case. Librarians may engage in censorship activities as their situation calls it, but it does not necessarily negate them as professionals expected to value and respect intellectual freedom. In this regard, understanding “who the decision-makers, or gatekeepers, are in the decision-making process, whether it is library boards, library directors, or public officials” (Steele, 2018, p. 229) is necessary when censorship and other intellectual freedom-related issues arise. Moreover, this study is a humble attempt to add to the existing literature about intellectual freedom and provide a substantial discussion about this subject matter in the broader community.

## LITERATURE REVIEW

A growing body of literature recognizes the importance of intellectual freedom in libraries and information centers in general. However, relatively little research has been done about the opinion or beliefs of librarians toward intellectual freedom (Knox, 2011; Oltmann, 2016; Simmons & Dresang, 2001), and studies concerning the lack of a clear understanding of what it means and how it applies to library collections do not appear to be a popular topic among researchers. As observed, intellectual freedom is often seen to be more of an issue for public and school libraries than academic libraries (Dahlstrom, 2010). According to Jones (2009), academic libraries place less importance on the intellectual freedom efforts of the library profession, even if academic libraries tend to have written collection development policies than most public and school libraries (Symons & Harmon, 1995).

A significant analysis and discussion on intellectual freedom was presented by Oltmann (2017b). This study found that most deans and directors of academic libraries said they rarely consider intellectual freedom but place “somewhat” or “very” high value on it. Most academic libraries surveyed also lack formal policies regarding it, relying only on statements from ALA or other library organizations. The respondents' main issues with intellectual freedom were identified as follows: copyright and intellectual property, privacy, plagiarism, and academic freedom. Although this study provides some insight into intellectual freedom in academic libraries, the author admitted that more research must be done on this topic.

Likewise, Taiwo and Sulyman (2022) investigated the awareness and use of intellectual freedom policy in academic libraries in the Ilorin metropolis. Using the descriptive survey method, the study found that respondents are aware of intellectual freedom. Also, they maintained that intellectual freedom is somewhat important to collection development and management. When asked about areas of concern, the respondents mentioned freedom of expression, access to information, confidentiality, and privacy. They also see censorship and Internet filtering as significant challenges to intellectual freedom in academic libraries.

In the context of public libraries, Moody's study (2004a, 2004b) intended to shed light on the challenges and complexities librarians face in balancing intellectual freedom and community expectations. Two key issues arise from the survey findings of Queensland public librarians in Australia: the first is "anti-censorship attitudes are not always indicative of censorship behaviors" (Moody, 2004a, p. 6), and the other one is "some librarians employ self-censorship with regard to controversial materials in order to avoid censorship challenges" (Moody, 2004b, p. 14). This study found that as much as they want to place intellectual freedom above anything else, some librarians opt to limit acquiring controversial materials out of pressure, such as preventing potential issues or conflicts within the community.

To date, there are only a few local studies about censorship and intellectual freedom. In his investigation of electronic information in academic libraries, Catral (2002) emphasized that censorship of a library's collection and its policies, rules, and procedure should be founded on the institution's mission and vision, and it must be done as a result of a group's decision and with the involvement of library users. Examining book censorship compared to book selection in select sectarian high school libraries of a particular district in Quezon City, Haduca (2005) observed that censorship often exists in practice. Still, no complaints have been received concerning some reading materials in their collection. The librarians tend to exclude also some that are age-inappropriate or, in particular, "pornographic and violent in content" (Haduca, 2005, p. 51). Neri (2009) investigated the book selection and book censorship policies and practices of three chosen Metro Manila public libraries. According to her study, librarians were not fully aware of the standards set by library institutions

here and abroad. However, they acknowledged they might consult the hit lists provided the next time they purchase a new title. In the same year, Escobar (2009) conducted a study on censorship practices of select sectarian high school libraries in the Philippines using Asheim's (1954) concept of librarians as censors or selectors of books. It was revealed that censorship is not explicitly indicated in their rules or standards. Inconsistencies were also uncovered, such as schools lacking policies on censorship, some schools not acquiring fiction books, and the preferences of principals being favored more over students' preferences.

An alternative viewpoint was taken by Calaycay (2006), who focused on the intellectual freedom content of the Philippine Radical Papers Collection at the University of the Philippines Diliman Main Library. This collection consists of alternative materials and first-hand references expressing criticisms against the government, particularly during the Martial Law period in the 1970s. By examining the content of the collection and its relation to ALA's *Library Bill of Rights*, the findings showed that the majority of materials in the collection express strong support for intellectual freedom, with freedom of speech, freedom of the press, and academic freedom being the most prominent themes. The study emphasized intellectual freedom as a necessity in facilitating the creation, access, and dissemination of ideas in which libraries play a critical role.

## METHODOLOGY

This study follows a Knowledge, Attitudes, Practices (KAP) framework, a model commonly used to understand how individuals or groups approach a particular topic or behavior. Firstly, the *Knowledge* aspect of the study is concerned with how academic library directors define intellectual freedom and perceive its importance, some of its issues or concerns, and their awareness of related standards. Secondly, the *Attitudes* aspect of the study is concerned with how likely academic library directors are to subscribe to intellectual freedom based on their agreement with a few statements. Lastly, the *Practices* aspect of the study is concerned with how likely they are to become selectors or censors based on their judgment during material selection.

This study employed a survey research design. An online survey questionnaire was administered to academic libraries of higher education institutions (HEIs) in Southern Tagalog via email and social

networking sites. A total of 44 library directors (mainly head librarians) responded to the survey questionnaire. The data gathered from the questionnaires were tabulated and analyzed using measures of central tendency and measures of dispersion.

## RESULTS AND DISCUSSION

As shown in Table 1, most respondents (93%) are registered librarians and members of the Philippine Librarians Association, Inc. – Southern Tagalog Region Librarians Council (PLAI-STRLC) (77%). Most (77%) have been assigned as head librarians of their respective library institutions for less than 10 years. The distribution of respondents according to their home provinces is also presented. Based on type or classification, public HEIs account for 25 (57%) of the total respondents, while 19 (43%) are private HEIs.

Table 1  
*Distribution of Respondents*

Criteria	<i>f</i>	%
Are you a licensed librarian?		
Yes	41	93.18%
No	3	6.82%
Are you a member of PLAI-STRLC?		
Yes	34	77.27%
No	10	22.73%
Work Duration		
< 10 Years	34	77.27%
≥ 10 Years	10	22.73%
Province		
Laguna	11	25%
Cavite	9	20.45%
Batangas	7	15.91%
Quezon	6	13.64%
Palawan	4	9.09%
Rizal	3	6.82%
Marinduque	1	2.27%
Occidental Mindoro	1	2.27%
Oriental Mindoro	1	2.27%
Romblon	1	2.27%
HEI Classification		
Public	25	57%
Private	19	43%

Note: *N* = 44

## Knowledge

The findings in Table 2 showed that the respondents had varying definitions of the term intellectual freedom, such as “a right,” “free access,” and “freedom of expression.” Less than one-third of the respondents have answers that lean toward (and as exact for some) the popular definition of intellectual freedom, leading to similar categorizations in their responses. Others mentioned the same definition but emphasized its other aspects. One respondent (LD20) wrote, “Intellectual freedom is a crucial component of a free and open society, and I believe it is important that we actively work to protect and promote it.”

Table 2  
*Distribution of Responses on the Definition of Intellectual Freedom*

Definition	<i>f</i>	%
A right	14	31.82%
Free access	7	15.91%
Freedom of expression	4	9.09%
No restrictions	4	9.09%
Freedom of speech	3	6.82%
Freedom to think	2	4.55%
Ability	1	2.27%
Democracy	1	2.27%
Free will	1	2.27%
Freedom to learn	1	2.27%
Important	1	2.27%
Information	1	2.27%
Liberty	1	2.27%
Openness	1	2.27%
Responsibility	1	2.27%
Unlimited	1	2.27%

Note: *N* = 44

Thirty-five respondents (80%) considered intellectual freedom highly important in academic libraries, as shown in Figure 1.

Only nine (20%) said intellectual freedom is somewhat important. Jones (2009) stated that academic librarians still perceive intellectual freedom as primarily a problem for public and school libraries only, which this study refutes. In academic libraries, it is regarded as a core value by library scholars and practitioners (Gorman, 2000; Harkovitch et al., 2003; Knox, 2011; Oltmann, 2016) and “a vehicle that helps advance diverse perspectives” (Jamison, 2020, p. 23; Oltmann, 2017a). By placing high importance on

intellectual freedom, academic library directors must see to it that they ensure users have equitable access to their collection, which must reflect a diverse range of perspectives. However, according to some respondents, it also comes with some boundaries. One respondent (HL13) stated, “It is important to be open to all information, but it is also important to know what information should not be made easily accessible to all.” Another respondent (LD42) said, “Intellectual freedom is important, but we need to be careful in dissemination and receiving of information to avoid conflict.”

Figure 1  
*Distribution of Responses on the Importance of Intellectual Freedom*

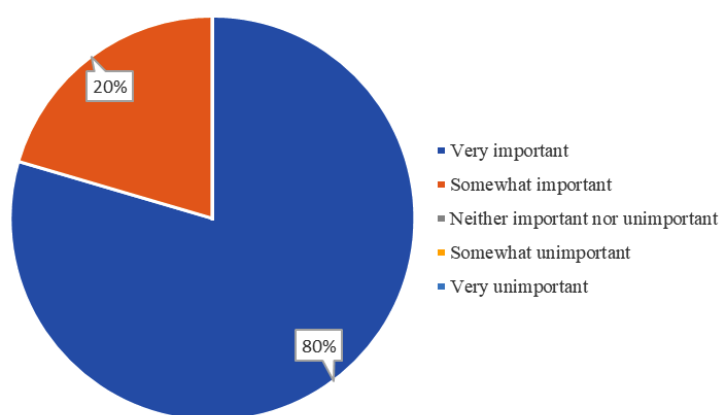


Table 3 shows a high level of concern for copyright and intellectual property, plagiarism, and privacy/confidentiality. This high level of concern could be attributed to the increasing awareness and emphasis on the ethical use of information nowadays. At the same time, academic freedom, censorship, Internet filtering, meeting rooms, and visits from law enforcement were perceived as less immediate issues. Overall, these findings reflect the multifaceted nature of intellectual freedom issues, which is tied to the right to read or seek information and the varying levels of concerns that libraries see as urgent or more immediate.

This study also justifies the need for a collection development policy, for it plays a significant role in reinforcing intellectual freedom. As shown in Table 4, most of them indicated that they have a collection development policy, while close enough to half reported that intellectual freedom was referred to or mentioned there. The findings are consistent with that

of Symons and Harmon (1995), stating that academic libraries tend to have a policy in selecting, acquiring, and managing library materials. These also suggest that the emphasis on intellectual freedom varies, and the presence of a collection development policy does not automatically indicate that intellectual freedom is already included or covered there. One respondent (LD08) commented, “It made me realize that there is more to improve in our collection development policy, including portions on collection assessment and intellectual freedom.”

Table 3  
*Distribution of Responses on the Areas of Concern of Intellectual Freedom*

Areas of Concern	f	%
Copyright/Intellectual Property	41	93.18%
Plagiarism	40	90.91%
Privacy/Confidentiality	35	79.55%
Academic Freedom	27	61.36%
Censorship	26	59.09%
Internet Filtering	24	54.55%
Meeting Rooms/Exhibit Spaces	14	31.82%
Visits From Law Enforcement	3	6.82%

Note:  $N = 44$

Table 4  
*Distribution of Respondents Regarding Collection Development Policy*

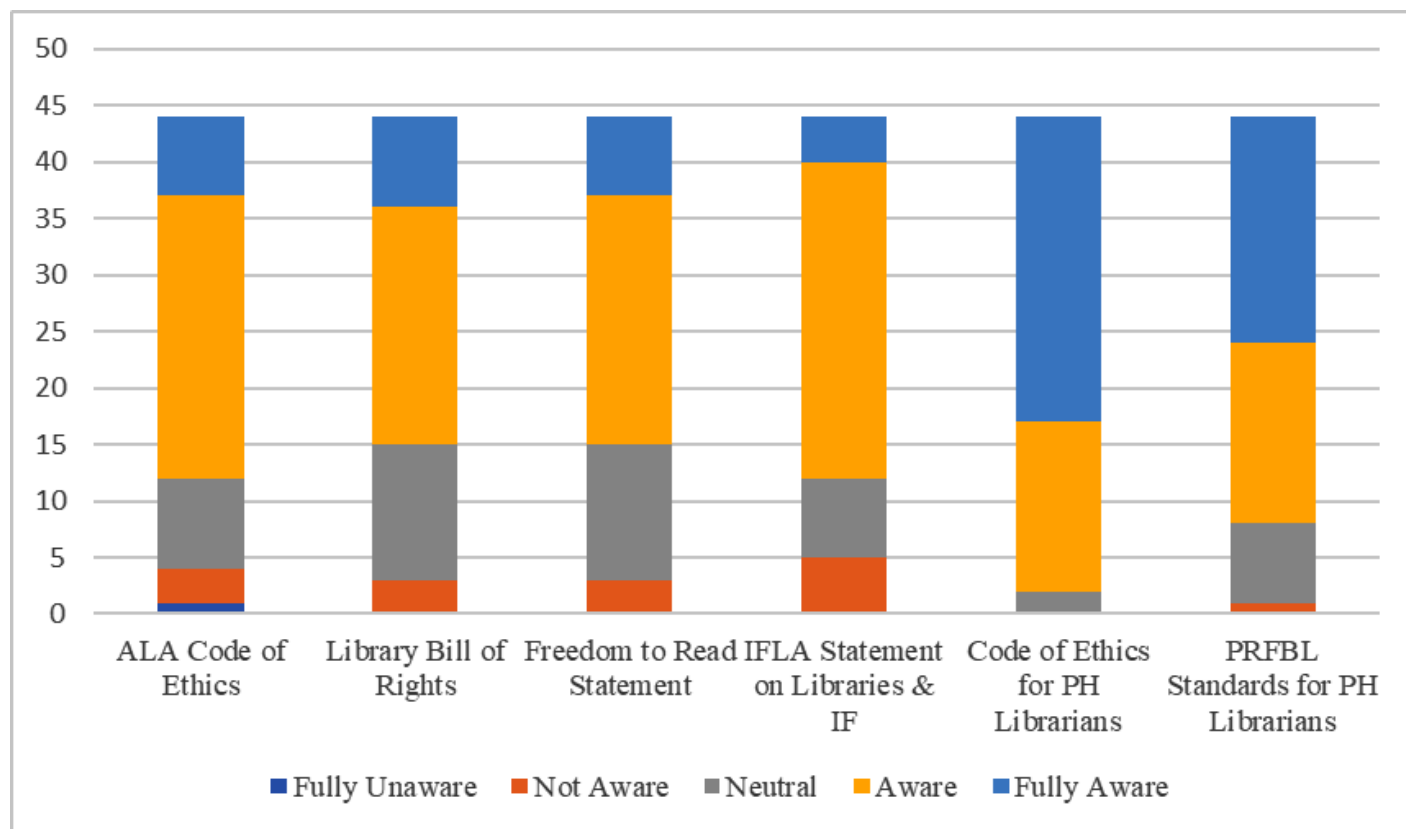
Areas of Concern	f	%
Does your academic library have a collection development policy?		
Yes	43	98%
No	1	2%
I have no idea	0	0%
Is intellectual freedom referred to or mentioned in your collection development policy?		
Yes	29	66%
No	12	30%
I have no idea	2	4%

Note:  $N = 44$

In Figure 2, the academic library directors were observed to be more familiar with locally crafted standards where intellectual freedom is often stated than those formulated internationally. This could imply that the academic library directors are giving more value to local professional standards and

Figure 2

*Distribution of Responses on the Respondents' Awareness of Guidelines, Policies, and Statements Where Intellectual Freedom is Mentioned*



guidelines in shaping their awareness and understanding of intellectual freedom. As of this writing, formal policies or guidelines have yet to be crafted in the Philippines dedicated explicitly to intellectual freedom in libraries. Instead, intellectual freedom only exists as a clause or section of a broader policy or guidelines on librarianship.

### Attitudes

The respondents were asked to indicate their agreement or disagreement with each statement provided using a five-point Likert-type scale, ranging from '1' (strongly disagree) to '5' (strongly agree). Among the 44 library directors, 31 (70%) were found to uphold intellectual freedom based on their *Attitudes* scores. The average obtained is 3.73, with a standard deviation of 0.59, and it was determined that the respondents are "likely" to subscribe to intellectual freedom. For example, In Table 6, most respondents ( $M = 4.5$ ,  $SD = 0.88$ ) agreed with the statement, "I should select library materials based on professional considerations, not by political, moral, and religious views." It shows they give weight to professional

criteria over personal biases or external influences during selection.

Figure 3

*Distribution of Respondents' Likelihood to Uphold Intellectual Freedom*

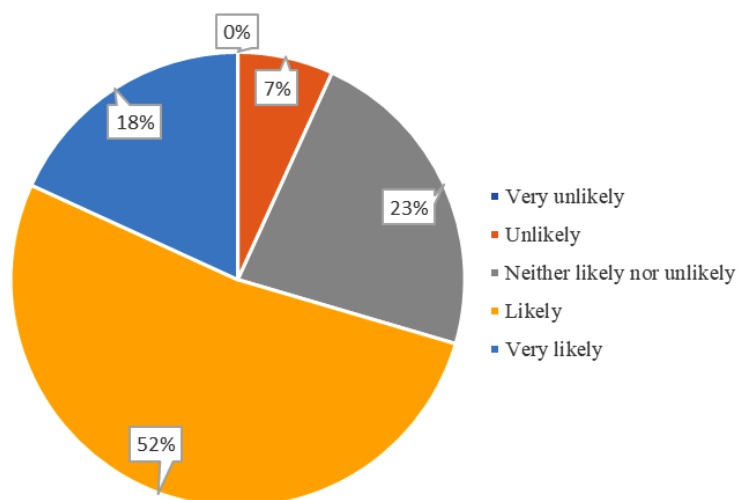


Table 5  
*Weighted Average Scoring System for Intellectual Freedom-Related Statements*

<b>M Range</b>	<b>Equivalent Description</b>
1.00 – 1.80	Very Unlikely
1.81 – 2.60	Unlikely
2.61 – 3.40	Neither Likely Nor Unlikely
3.41 – 4.20	Likely
4.21 – 5.00	Very Likely

Note: Mean interval = 0.80

On the other hand, there were disagreements with the statements, “If the school administrator requests that a book be removed, I should insist not to remove it” (M = 2.93, SD = 0.9976) and “If a government official insists that a book is mentally unhealthy for reading and calls for the removal of those, I should insist not to remove it” (M = 2.98, SD = 1.02). The disagreements could stem from various factors, such as differing interpretations of intellectual freedom, maintaining professional relationships, or imagining possible consequences of their action. One respondent (LD10) emphasized, “All collections are subjects for evaluation and review, and the library has so many considerations regarding the usefulness of the books.” Others pointed out the need for the collection to be aligned with the goals and needs of the academic institution and have the active presence of a board committee and other key stakeholders in developing it.

### Practices

The respondents were asked to indicate corresponding points to each title using Moody’s (2004a, 2004b) pointing system in purchasing hypothetical items. One (1) point is incurred for accepting the item into the library collection; two (2) points for accepting the item but putting a label to it to serve as a warning; four (4) points for accepting but placing it on closed access; and eight (8) points for rejecting the item. The average obtained is 3.20 with a standard deviation of 1.53, and it was determined that most of them tend to become “a little” to “slightly” censors during material selection (see Figure 4). The most frequent actions the respondents demonstrated when presented with controversial titles were simply accepting in the collection and putting a label so users would be warned of the content. In Table 8, the majority of the respondents indicated that titles such as “A memoir that contains a detailed, first-hand account of the Marcos Sr. administration during Martial Law era in the 1970s” (M = 2.5, SD = 1.43) and “A book about the history of homosexuality in art” (M = 2.43, SD =

1.85) should be accepted or labeled so readers would be warned of the content. In addition, respondents showed reluctance to accept titles such as “a book that contains instructions on how to make explosives, LSD, teargas, and more” (M = 4.68, SD = 2.58) and “a novel with graphic descriptions of self-harm, suicide, and the reality of mental illnesses” (M = 3.98, SD = 2.42) or instead place them on closed access. These results suggest that while the respondents exhibit some degree of censorship tendencies, it is not so pervasive and varies depending on the content of the material being considered. Despite being controversial, they could still acknowledge the value of these materials and their potential to contribute to a better understanding of historical events and social issues, among other things.

Table 6  
*Mean and Standard Deviation of Intellectual Freedom-Related Statements*

<b>Statements</b>	<b>M</b>	<b>SD</b>
My academic library should have a formal or written intellectual freedom policy and a mechanism or specific procedures for handling complaints.	4.3864	0.6547
I should select library materials based on professional considerations, not by political, moral, and religious views.	4.5	0.8760
I should make available the widest diversity of views in the library, including those that are unpopular or considered dangerous by the majority.	3.3636	1.4157
I should not exclude library materials only because of their origin, background, or views of those contributing to their creation.	3.8182	1.1668
If a parent, student, or faculty says that a particular book is inappropriate for reading and demands the book to be removed, I should insist not to remove it.	3.1364	1.1532
If the school administrator requests that a book be removed, I should insist not to remove it.	2.9318	0.9976
If a government official insists that a book is mentally unhealthy for reading and calls for the removal of those, I should insist not to remove it.	2.9773	1.0227
My local community values should be taken into account when selecting materials for libraries.	4.2955	0.6675
I should create programs in support of the right to read (e.g., Banned Books Week, read-aloud, exhibit, or displays, etc.).	4.4773	0.6643
I should resist all efforts by groups or individuals to censor library materials.	3.3636	1.2956
<b>Total</b>	<b>3.7250</b>	<b>0.5938</b>

Note: N = 44; adopted from McNicol (2016), Oltmann (2016), and Taiwo & Sulyman (2022).

One respondent (LD38) explained, “Questions are true, and some encountered when selecting books or materials, but those are not suited to our academic library, specifically a Catholic institution.” Another respondent (LD29) elaborated, “Having these kinds of materials, which others may think that libraries must not possess, is necessary for researchers who wish to know the truth, contribute to new knowledge, and explore the proper attitudes and practices on intellectual freedom.” One respondent suggested (HL10) that books with themes about self-harm should only be accessed for research purposes, not for public display or regular circulation. In contrast, another respondent (HL12) asserted, “If we limit the materials coming into the library, we cannot call it intellectual freedom.”

Figure 4  
*Distribution of Respondents' Likelihood to Have Censorship Tendencies*

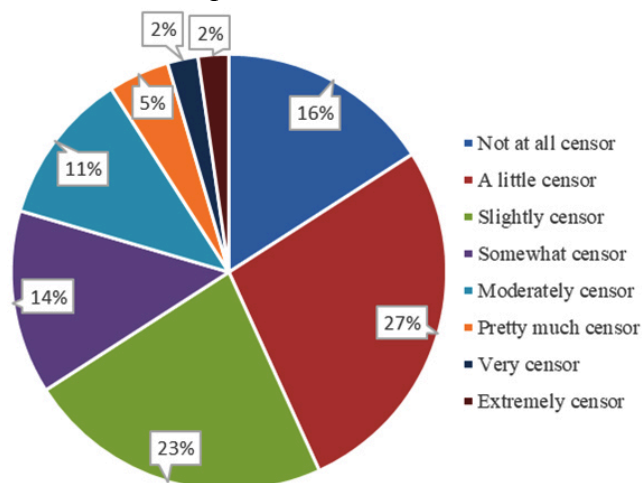


Table 7  
*Weighted Average Scoring System on the Perceived Treatment of Respondents to Select Titles*

<i>M</i> Range	Equivalent Description
1.000 – 1.875	Not At All Censor
1.876 – 2.750	A Little Censor
2.751 – 3.625	Slightly Censor
3.626 – 4.500	Somewhat Censor
4.501 – 5.375	Moderately Censor
5.376 – 6.250	Pretty Much Censor
6.251 – 7.125	Very Censor
7.126 – 8.000	Extremely Censor

Note: Mean interval = 0.875

## Conclusion

Academic library directors in Southern Tagalog are found to have a strong awareness and recognition of intellectual freedom, viewing it as a fundamental right extending beyond unrestricted access to information. For them, it remains a significant aspect in developing library collections and any aspect of library work that requires informed decision-making based on professional considerations and community needs. While efforts are made to apply intellectual freedom, formal guidelines for implementation are often unclear. Despite expressing support for intellectual freedom, the involved library directors recognize the influence of personal beliefs, financial considerations, local community values, and the socio-political climate (among other reasons), which may lead to a degree of censorship, including labeling and restricted access for some library materials that require careful handling and protection from public scrutiny.

This study is a modest attempt to shed light and offer insights into intellectual freedom issues in Philippine academic libraries. It aims to pave the way for a closer investigation of issues such as book censorship incidents and to think of ways to respond successfully to those challenges in the future. Intellectual freedom is a “continually negotiated concept that must be held in balance with social responsibility” (Ratcliffe, 2020, p. 1). As knowledge providers, librarians should be well-informed and well-equipped to navigate the opportunities and challenges within their respective academic libraries and further strengthen their commitment to intellectual freedom. However, it should be recognized that it could be dramatically challenging for them and that they might need additional support to carry out these responsibilities.

Aside from being a knowledge provider of resources, this study stresses the role of academic libraries as safe and productive spaces for learning, teaching, and other activities. Within these spaces, people from different walks of life can argue about generally contested ideas without fear and propose alternatives. In today’s growing intolerance, those facilitating these spaces are further encouraged to promote social justice where marginalized voices are heard and underrepresented communities are empowered. Encouraging the academic community to flourish from a wide variety of ideas and shed light on the pressing issues of our society are the very essence of intellectual freedom.

Table 8  
*Mean and Standard Deviation of Perceived  
 Treatment of Respondents to Select Titles*

Statements	<i>M</i>	<i>SD</i>
A book about the history of homosexuality in art, with visual images relating to gay men and lesbians from early human sexual behaviors through the emergence of contemporary LGBTQIA+ institutions.	2.4318	1.8477
A compilation of creative literary works about people going up to the mountains to take up arms and start a revolution against the government.	3.0455	1.9524
A book on the life story of a former rebel retelling the “recruitment of students in colleges and universities, infiltration in different organizations, and exploitation of the resources of the people.”	3.1364	2.0864
A memoir that contains a detailed, first-hand account of the Marcos administration during [the] Martial Law era in the 1970s, exposing its massive corruption and military abuses.	2.25	1.4326
A book about the Philippine Catholic Church, the wrongdoings of some of its bishops and priests—in sexual misconduct and financial mismanagement.	2.6591	2.0109
A book on witchcraft practices of the various Filipino ethnic groups explaining the magic of intriguing terms such as anting-anting, aswang, kulam, and a number of others.	3.2273	2.3612
A coming-of-age novel about a Filipino-American teenager who searches for the truth about his cousin, who was one of the extrajudicial killings (EJK) victims under Oplan Tokhang.	2.7273	2.0042
A book that contains instructions on how to make explosives, LSD, teargas, and more, as well as detailing how to operate firearms and destroy infrastructure.	4.6818	2.5769
A novel with graphic descriptions of self-harm, suicide, and the reality of mental illnesses.	3.9773	2.4159
A guidebook that revolves around sex, drugs, alcohol, insults, obscenities, dirty talk, curse words, slurs, the supernatural, gambling, etc.	3.8864	2.5899
<b>Total</b>	<b>3.2023</b>	<b>1.5261</b>

Note:  $N = 44$

Regularly updating and reviewing the collection development policies is recommended for libraries, regardless of the type, to ensure alignment with intellectual freedom principles. Library associations in the Philippines should lead in providing resources, fostering partnerships, and encouraging collaboration to navigate intellectual freedom effectively. Expanding the conception of intellectual freedom beyond censorship and adapting it to the evolving landscape of libraries and information centers is crucial. Academic libraries should conduct awareness programs to educate students and teachers about intellectual freedom, while LIS educators should explore timely issues in their classes. Further studies are needed to gather substantial information about intellectual freedom in Philippine academic libraries, including qualitative research and exploring perceptions beyond Southern Tagalog and academic libraries. Stakeholders, including school administration and government officials, should recognize the role of libraries and provide unwavering support for their collections, services, and facilities.

Overall, this study aims to contribute valuable insights that will inform future researchers, professionals, educators, and students in the LIS field. It addresses the need for additional local intellectual freedom research and further explores its practical implications. Considering this principle, along with the profession’s ethical guidelines, prepares them for such circumstances. Equipping them with the knowledge and strategies could allow them to actively participate in policy-making, curriculum enhancement, and improving working practices in the library. This study has limitations, but it seeks to inspire more people to advocate intellectual freedom in connection to social justice and become agents of change.

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## APPENDIX

### Titles in the *Practices* Section

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