



Exploring the Factors Contributing to Students' Reluctance to Use University Libraries

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Abstract

The present paper investigates the factors contributing to students' hesitancy in utilising university libraries, emphasising the significance of user-centred design in mitigating these obstacles. The findings of the study unveiled a complex and multifaceted terrain of library utilisation patterns, characterised by a significant range of agreement and discordance among participants. Many students expressed satisfaction with specific components of the library, such as its physical facilities and the support provided by library personnel. However, a significant number of them also expressed concerns. The complaints expressed by users comprised several concerns about the availability of resources, the convenience of accessing them, the level of awareness regarding available services, and the usage of electronic resources. The present research study offers valuable perspectives on how higher education institutions might enhance library services and foster student participation, focusing on strategies to enhance library usage and involvement among students and exploring methods for rendering the library a more pertinent and valuable resource within the contemporary digital information landscape.

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1. Introduction

The university library plays a crucial role in supporting students in higher education by granting them access to a wide range of academic resources, including books, journals, and other necessary educational materials for their studies (Allen, 1982; Hollister & Schroeder, 2015; Scoulas & De Groote (2019). Despite the abundance of available resources, a considerable number of students are hesitant in utilising university libraries. The hesitancy observed in individuals can be attributed to various causes, encompassing apprehension towards library utilisation, little exposure to library resources, and a predilection for internet resources. Gaining insight into the underlying factors contributing to this hesitancy is vital to effectively tackle the matter and guarantee that students possess the essential resources for achieving academic success.

In recent years, there has been a growing inclination towards adopting a user-centred design approach to enhance library services and foster the active involvement of students. The user-centred design concept entails prioritising the user as the focal point of the design process, aiming to provide services and resources that effectively cater to their specific requirements and preferences. By implementing this methodology, higher education institutions can enhance their comprehension of the obstacles that impede students from utilising the library facilities, enabling them to devise strategies to foster more comprehensive and easily accessible educational settings.

The primary objective of this research is to investigate the various elements that lead to students' hesitancy in utilising university libraries. This study will specifically emphasise the significance of user-centred design in mitigating these obstacles. Through an examination of the underlying factors contributing to this hesitancy, the present research endeavours to offer valuable perspectives on how higher education institutions might enhance their assistance to students and foster learning environments that are both inclusive and accessible. The implications of the study's findings are relevant for universities and librarians who aim to enhance library services and foster student participation within the context of higher education.

The research inquiry pertains to the issue of student hesitancy in utilising university libraries, focusing on strategies to enhance library usage and involvement among students. Additionally, the study aims to explore methods for rendering the library a more pertinent and valuable resource within the contemporary digital information landscape.

The significance of this research challenge is substantial, given the pivotal role that the university library plays in facilitating student learning and academic research. By enhancing the utilisation and involvement of students in library facilities, universities can enhance student achievement and results while also guaranteeing that students possess the essential abilities and resources required for success in their academic and professional endeavours.

Furthermore, the research problem holds significant implications for the role of libraries in the contemporary digital information era. The evolving availability of digital resources has necessitated re-evaluating the role and function of physical libraries and their resources. It is crucial to comprehend the necessary adaptations and advancements required to ensure that libraries effectively respond to the demands of students and the broader academic community.

The research problem concerning student reluctance to utilise university libraries holds significant importance due to its implications on student performance and results, its relevance and value, and the future of academic studies and research.

The major aim of this research study is to investigate the various variables that contribute to students' reluctance to use university libraries, with a specific emphasis on the involvement of students in overcoming these obstacles. By examining the underlying factors contributing to this reluctance, the present research also aims to offer valuable perspectives on how institutions of higher education might enhance their assistance to students, fostering a climate that is both inclusive and conducive to accessible learning. Moreover, this paper aims to ascertain efficient approaches that can be employed by universities and librarians to enhance student engagement with library resources, hence fostering improved academic achievement.

2. The Research Theoretical Foundation

The academic basis for investigating students' reluctance to use university libraries is commonly derived from information behaviour and library science. The study of information behaviour encompasses a range of disciplines. It investigates how individuals engage with information, including their search, utilisation, and organisation of information within different environments. Within the context of university libraries, the use of theories and concepts derived from this discipline can facilitate researchers in comprehending the reasons behind students' reluctance to use library resources and what factors influence their decision-making.

Library Science is an academic discipline that centres on the systematic structure and efficient administration of library resources and services. The application of ideas and concepts within this particular discipline facilitates researchers in comprehending how libraries can be effectively structured and administered to effectively address the evolving requirements of users, hence ensuring their continued significance in the digital era.

Several theories and notions derived from these disciplines are pertinent to the investigation of student reluctance towards using university libraries, including:

- The theory of information seeking behaviour clarifies the processes by which humans actively seek and use information across many contexts. It serves as a valuable framework for academics aiming

to comprehend the factors influencing students' decisions to either use or turn away from accessing library resources.

- The phenomenon known as library anxiety refers to the fear and discomfort that certain persons may encounter when visiting a library. This notion serves as a valuable tool for researchers in comprehending how to establish a library atmosphere that is both inviting and easily accessible.
- The user-centred design approach in library design places emphasis on comprehending the requirements and preferences of library users. This methodology aids researchers in comprehending the means by which libraries and library services can be designed to efficiently respond to the demands of students.

In general, the scientific basis for investigating the phenomenon of student resistance towards utilising university libraries relies on concepts and theories derived from information behaviour and library science. This approach aims to comprehend the reasons behind students' reluctance to engage with library resources and services, as well as to explore strategies for designing and administering libraries that effectively adapt to the evolving requirements of their users.

2.1 The Role of the University Library in Development

University libraries play a significant role in fostering the growth and advancement of individuals, communities, and society (Oakleaf, 2010) as they function as stores of knowledge and play a

key role as centres for learning, research, and innovation. University libraries play a significant role in fostering development through many means. University libraries play a crucial role in facilitating teaching and learning by allowing students to avail themselves of a wide range of resources. These resources encompass textbooks, academic journals, research papers, and various other materials, all contributing to students educational goals and fostering their academic achievements. University libraries offer valuable support to researchers by granting them access to a wide range of information, tools, and resources essential for doing exceptional research. These resources encompass electronic databases and specialist research collections, enabling researchers to delve into their respective fields of study with utmost efficiency and effectiveness. Preserving and promoting cultural heritage are significant endeavours in which university libraries assume a pivotal position. These institutions actively engage in collecting, preserving, and providing access to historical and cultural materials, thereby contributing to safeguarding and disseminating valuable cultural heritage.

Community outreach initiatives are integral to university libraries, as they function as community hubs that offer residents access to various materials and services. University libraries play a pivotal role in fostering economic development by facilitating research and innovation, promoting entrepreneurial activities, and providing resources and services that bolster economic growth.

University libraries play a crucial role in facilitating lifelong learning by providing information access and educational resources, as well as presenting diverse educational and cultural programmes that appeal to people across various age groups. The complex role of the university library in development is based on the particular environment and requirements of the community it serves. University libraries have the potential to significantly contribute to the growth and progress of individuals, communities, and societies through their offering of information access, facilitation of study and research, and function as essential centres for the community.

2.2 Literature Review

Numerous academic investigations have examined the underlying factors contributing to students' reluctance to use university libraries. Presented below are a few examples:

In an investigation conducted in 2013, as documented in the *Journal of Academic Librarianship*, Soria (2013) discovered that the students' evaluations of the physical setting of the library, the quality and availability of library services, and the pertinence of library resources to their academic endeavours are significant determinants in their decision to utilise the library.

In a separate investigation documented in the *Journal of Documentation*, Bertot and Jaeger (2018) scholars examined the factors contributing to the tendency of doctorate students to refrain from utilising academic libraries. The research revealed that various

elements, including limited time availability, insufficient knowledge about library services and resources, and unfavourable opinions of the library's physical setting, can collectively contribute to students' reluctance to use the library.

Another scientific publication in the *Malaysian Journal of Library & Information Science*, Zei and Tan (2011) investigated the determinants that impact graduate students utilisation of academic libraries. The research revealed that the quality and availability of library services and materials, along with students' impressions of the library as an inclusive and helpful environment, play a significant role in influencing their utilisation of the library.

The information-seeking behaviours of undergraduate students were examined in a study by Howlader and Islam (2019), who identified various obstacles to library utilisation, such as insufficient familiarity with library resources and services, a tendency for online resources, and the perception of the library as an intimidating or unwelcoming environment.

In general, the findings of these studies indicate that students exhibit a disinclination to use university libraries, which can be assigned to various factors. These factors encompass the students' perceptions of the library's physical setting, the quality and availability of library services and resources, limitations on time, and a need for more familiarity with library resources and services. By implementing specific interventions that

address these factors, such as boosting the library physical environment, improving library services and resources, and offering assistance and advice to students, it is possible to augment library utilisation and foster academic achievement.

3. Research Methodology and Steps

The methodology employed in this study about the issue of students' reluctance to use university libraries relies on the administration of a survey. This survey aims to collect data regarding students behaviours regarding library usage and their perceptions towards the university library. The online survey was conducted with fourteen (14) questions. These questions aimed to gather information regarding the factors influencing library usage, such as reasons for not using the library, perceptions of the library physical environment, awareness of available resources and services, and other related aspects. To facilitate the carrying out of this study, the following steps were undertaken:

The research question that guided this study is as follows: What are the factors that contribute to students hesitancy in utilising university libraries, and what strategies can universities and librarians employ to effectively encourage library usage among students, thereby enhancing their academic achievements?

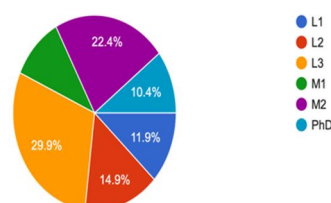
The chosen research methodology for this study is quantitative data collection and analysis. This methodology has been selected based on its suitability for addressing the research issue, as

previously mentioned. By employing this approach, we will gather and assess data that effectively address this research topic. The data collection strategy involved implementing an online survey on the official website of the department following the selected methodology. Gather empirical evidence. The research sample comprised 67 male and female students from the department of English language and literature at Batna 2 University, encompassing students at all academic levels.

3.1 Data Analysis

Once the data has been collected, it is essential to analyse it in order to identify patterns and linkages. Interpreting results is an essential phase in the research process, wherein researchers assess the data to provide insights and address the research topic. This process involves the identification of significant discoveries, the formulation of conclusions, and the provision of suggestions.

1- What is your current level of study?(select one)
67 responses



Observations and Analysis

1. Undergraduate Dominance: Most respondents are at the undergraduate level, with the highest percentage coming from L3 (Third Year Undergraduate). This significant undergraduate representation suggests that their perspectives on

reluctance for library usage could heavily influence the findings.

2. Second-Year Undergraduates (L2): While L2 has a lower percentage than L3, it is still substantial. Investigating the reasons behind the prevalence of library usage reluctance in the second year could be insightful. Are there specific challenges or transitions this year that impact library usage?

3. Master Level Distribution: Master level students are also well-represented, particularly in the second year (M2). This aligns with the previous analysis, indicating that the factors contributing to library reluctance could be important to explore in this group.

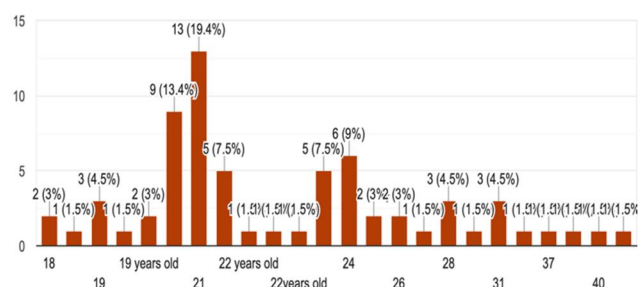
4. PhD Representation: Similar to the undergraduate levels, the percentage of PhD students is relatively low. However, their advanced academic standing makes their insights valuable and potentially distinct from other groups.

5. Balance Between Academic Levels: Unlike the first example, where Master levels dominated the responses, this distribution seems more evenly spread across different academic levels, providing a comprehensive view of library usage reluctance at various stages of academic progression.

Given the distribution of respondents, the analysis of factors contributing to library usage reluctance should delve into the perspectives of undergraduate and Master's level students. Specifically, understanding the reasons behind the high representation of third-year undergraduates (L3) and second-year

Master's students (M2) is essential. Additionally, comparing and contrasting the perspectives of these students with those of second-year undergraduates (L2) and first-year Master's students (M1) could uncover valuable insights into the evolving challenges and motivations affecting library usage reluctance at different academic stages. The insights from PhD students could also provide a unique perspective that can contribute to a holistic understanding of the phenomenon.

2- What is your age?
67 responses



- Age 18: 4.47%
- Age 19: 8.95%
- Age 20: 13.43%
- Age 21: 19.40%
- Age 22: 11.94%
- Age 23: 7.46%
- Age 24: 8.95%
- Age 25: 2.98%
- Age 26: 2.98%
- Age 27: 1.49%
- Age 28: 4.47%
- Age 30: 1.49%
- Age 31: 4.47%
- Age 36: 1.49%
- Age 37: 1.49%
- Age 38: 1.49%
- Age 40: 1.49%
- Age 42: 1.49%

Observations and Analysis:

- Peaks in Age Distribution: The most significant peaks in the distribution are observed at ages 21 and 20, indicating a relatively high concentration of respondents in these age groups. This suggests that a substantial portion of

participants falls within these two age ranges.

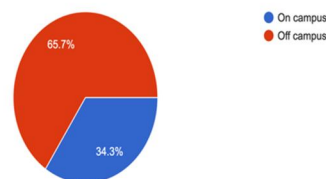
2. **Clustering Around Early 20s:** The majority of respondents are in their early 20s (ages 20 to 24), which is expected for a university context. This age distribution aligns well with the target population of university students.

3. **Sparse Representation in Older Age Groups:** Respondents above the age of 30 are less represented, and the percentages drop significantly for ages beyond 27. This distribution reflects the focus on younger university students and might limit the generalizability of findings to older age groups.

4. **Balanced Representation:** While the distribution is not ideally even, it covers a range of ages and provides a diverse sample of respondents.

The age distribution suggests that the analysis of library usage reluctance will primarily focus on the perspectives of university students in their early to mid-20s. This aligns with the typical age range of students but may limit the insights into library reluctance among older students or individuals outside the traditional university age range. To ensure a comprehensive understanding of factors contributing to library usage reluctance across different age groups, it is essential to acknowledge the limitation of focusing on a relatively younger sample and to consider whether any age-specific factors might influence library usage behaviour.

3- Do you live...(select one)
67 responses



1. On campus: 34.3%
2. Off campus: 65.7%

Observations and Analysis:

1. **Off-Campus Dominance:** The majority of respondents indicate that they live off-campus. This suggests that a significant portion of the student population in the study sample resides outside the university campus environment.

2. **On-Campus Residents:** While the percentage of on-campus residents is low, it is still noteworthy. This subset of respondents can provide insights into the factors affecting library usage reluctance among students with convenient access to university library facilities.

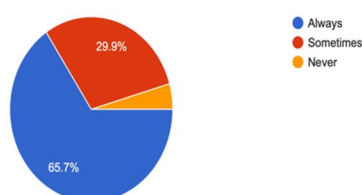
3. **Off-Campus Factors:** The higher percentage of off-campus residents may indicate that the study should pay special attention to commuting, distance, and other logistical challenges that might contribute to reluctance to use university libraries.

4. **Diversity of Experiences:** The division between on-campus and off-campus living creates diverse experiences that can impact library usage behaviour. Understanding these differences is essential for a comprehensive analysis.

The distribution between on-campus and off-campus residents allows one to explore how living arrangements influence students' attitudes and behaviours towards using university libraries. The findings

can shed light on whether proximity to the library, commuting, or other living-related factors contribute to library reluctance. Analysing the responses within the context of living arrangements can lead to insights about designing targeted interventions or services to address specific concerns faced by on-campus and off-campus students.

4- Do you attend classes...(select one)
67 responses



1. Always: 65.7%
2. Sometimes: 29.9%
3. Never: 4.5%

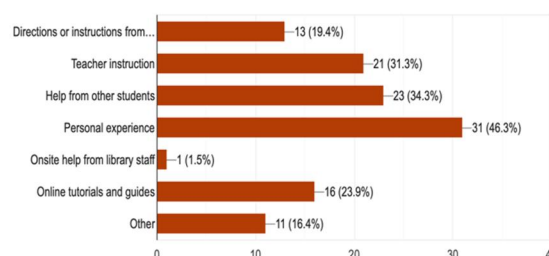
Observations and Analysis:

1. High Attendance Rate: The majority of respondents indicate that they always attend classes. This suggests a strong commitment to attending their academic classes, which is a positive indicator of student engagement.
2. Some Variability: A significant portion of respondents indicate that they sometimes attend classes. This variability in attendance patterns could be due to a range of factors, such as class schedules, personal circumstances, or the nature of the course content.
3. Low Non-Attendance: A relatively small percentage of respondents claim never to attend classes. However, even this small percentage can offer insights into a subgroup of students who might have unique reasons for not attending classes.

4. Attendance and Library Usage: Attendance patterns correlate with library usage reluctance. Those who attend classes might always have more opportunities to use the library for academic purposes. In contrast, those who attend less frequently might face different challenges or motivations regarding library usage.

Analyzing attendance patterns can contribute to understanding the relationship between class attendance and library usage reluctance. Students who always attend classes might have more exposure to library resources and services, potentially influencing their attitudes towards library usage. Conversely, students attending classes less frequently might require alternative strategies to encourage library usage and address potential reluctance. Comparing the library usage behaviours and attitudes of these different attendance groups can provide insights into the role of classroom engagement in influencing library behaviour and inform strategies to promote library usage among various types of students.

5- How have you learned about using information resources associated with your department or university library?(check all that apply)
67 responses



Analysis of the provided responses to the question "How have you learned about using information resources associated

with your department or university library?"

1. Directions or instructions from department/faculty staff: 19.4%
2. Teacher instruction: 31.3%
3. Help from other students: 34.3%
4. Personal experience: 46.3%
5. Onsite help from library staff: 1.5%
6. Online tutorials and guides: 23.9%
7. Other: 16.4%

Observations and Analysis:

1. Personal Experience: The highest percentage of respondents indicate that they have learned about using information resources through personal experience. This suggests that a significant portion of students learn about library resources and usage through trial and error, exploration, or self-guided discovery.
2. Help from Other Students: Learning from other students is also common, with more than one-third of respondents indicating that they have received assistance from their peers. This emphasizes the role of peer support and collaboration in acquiring knowledge about library resources.
3. Teacher Instruction: Teacher instruction is another prominent source of learning, with about one-third of respondents reporting that they have received guidance from their instructors. This could include specific assignments or guidance on utilizing library resources for coursework.
4. Online Resources: Online tutorials and guides substantially inform students about using information resources. This underscores the importance of digital tools in facilitating self-learning and providing accessible guidance.

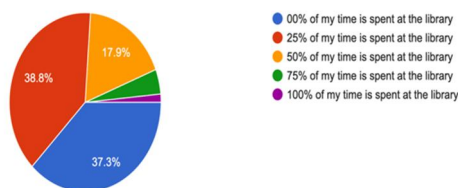
5. Department/Faculty Staff: While a smaller percentage, department/faculty staff instructions are also mentioned. This could involve specialized guidance related to the student's academic field.

6. Onsite Help: Onsite help from library staff appears less commonly used as a learning source, as indicated by the lower percentage.

7. Other Sources: A notable percentage of respondents chose "Other," indicating that there might be additional avenues through which students acquire information about library resources not captured by the provided options.

Analysing how students learn about using information resources highlights the diverse sources that contribute to their knowledge. The prevalence of personal experience and peer learning emphasizes the significance of informal learning and collaboration. The role of teachers and online resources also stands out, suggesting that instructors and digital tools play essential roles in guiding students. Understanding these learning sources can inform the development of targeted strategies to enhance students awareness of and comfort with using library resources. It is also essential to consider the potential impact of various learning sources on students' reluctance to use university libraries and how addressing gaps or challenges in these sources could mitigate that reluctance.

6- Of the time you spend at your department/university (courses are not included)
67 responses



1. 00% of my time is spent at the library: 37.3%
2. 25% of my time is spent at the library: 38.8%
3. 50% of my time is spent at the library: 17.9%
4. 75% of my time is spent at the library: 4.5%
5. 100% of my time is spent at the library: 1.5%

Observations and Analysis:

1. **Balanced Distribution:** The distribution of respondents' time spent at the library is relatively well-balanced across the provided options. This suggests that students' time allocation to the library varies, with a significant portion spending a quarter of their time there.

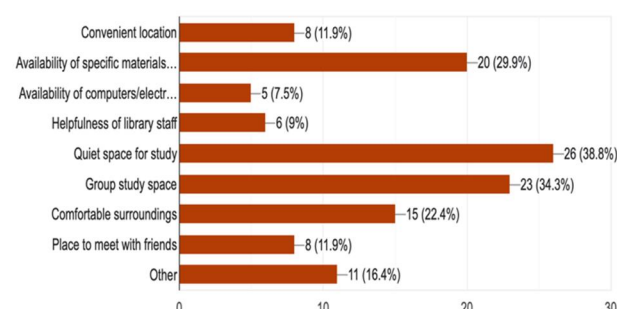
2. **Library Usage Patterns:** The majority of respondents spend at least some time at the library, with a relatively even distribution between those who spend no time, a quarter of their time, or half of their time at the library.

3. **Limited Extensive Library Usage:** A relatively small percentage of respondents indicate that they spend either 75% or 100% of their time at the library. This might suggest that spending extensive time at the library is less common among the surveyed students.

The analysis of the time students spend at the library provides insights into the extent of their physical presence and

engagement with library facilities. The even distribution across the various options suggests that students have a range of library usage patterns, from minimal to moderate involvement. This distribution could be related to factors contributing to library usage reluctance. For instance, those who spend less time at the library might have different perceptions or experiences that influence their reluctance compared to those who frequent the library more often. The findings can be used to tailor interventions or services that address the needs and concerns of students across different usage patterns, ultimately contributing to a more inclusive and effective library experience.

7- What are the reason(s) why you use your department/university library? (check all that apply)
67 responses



Analysis of the provided responses to the question "What are the reason(s) why you use your department/university library?"

1. Convenient location: 11.9%
2. Availability of specific materials or information: 29.9%
3. Availability of computers/electronic resources: 7.5%
4. Helpfulness of library staff: 9%
5. Quiet space for study: 38.8%
6. Group study space: 34.3%
7. Comfortable surroundings: 22.4%
8. Place to meet with friends: 11.9%
9. Other: 16.4%

Observations and Analysis:

1. Quiet Study Space: The most prevalent reason for using the library is as a quiet space for study, with a substantial percentage of respondents selecting this option. This suggests that students value the library as conducive to focused learning.

2. Group Study Space: The availability of group study spaces is also a significant reason for using the library. This underscores the importance of collaborative learning and the need for appropriate spaces to facilitate it.

3. Availability of Specific Materials: A notable percentage of respondents select the availability of specific materials or information. This highlights the role of the library in providing access to resources that support academic work.

4. Comfortable Surroundings: Many respondents also use the library for its comfortable surroundings. This suggests the library environment contributes to a positive and productive study experience.

5. Helpful Library Staff: A smaller percentage of respondents choose the helpfulness of library staff, but it is still a relevant factor in library usage.

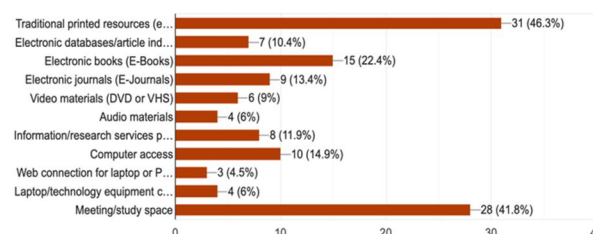
6. Meeting Place and Other Reasons: The library is also used to meet with friends and for other unspecified reasons, as indicated by the "Other" category.

Implications:

The analysis of reasons for using the library sheds light on the multifaceted roles that the library plays in students' academic lives. The findings suggest that the library is not only a resource for materials and information but also a physical and social space supporting

various learning needs. Understanding why students choose to use the library can inform the development of strategies to promote library usage and address potential reluctance. For instance, emphasizing the availability of quiet and group study spaces, ensuring the helpfulness of library staff, and maintaining comfortable surroundings can enhance the library experience and encourage more students to utilize its resources and facilities.

8- Which of the following library services have you used during the past 12months?(check all that apply)
67 responses



1. Traditional printed resources (e.g. books, reference materials, periodicals): 46.3%
2. Electronic databases/article indexes: 10.4%
3. Electronic books (E-Books): 22.4%
4. Electronic journals (E-Journals): 13.4%
5. Video materials (DVD or VHS): 9%
6. Audio materials: 6%
7. Information/research services provided by library staff: 11.9%
8. Computer access: 10%
9. Web connection for laptop or PDA: 4.5%
10. Laptop/technology equipment checkout (if available): 6%
11. Meeting/study space: 41.8%

Observations and Analysis:

1. Printed Resources: The most commonly used library service is traditional printed resources, indicating that physical books, reference materials, and periodicals continue to play a significant role in students' information needs.

2. Meeting/Study Space: Meeting/study space is also widely used, suggesting that students rely on the library as a place for both individual and collaborative work.

3. Electronic Resources: Electronic resources, including E-Books and E-Journals, are also used by a notable percentage of respondents, albeit to a lesser extent than printed resources.

4. Information/Research Services: A considerable percentage of respondents have used information and research services provided by library staff. This highlights the importance of librarian assistance in navigating resources and conducting research.

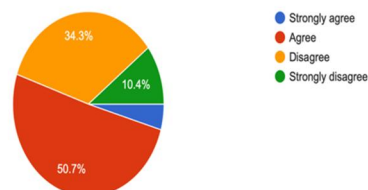
5. Computer Access: About one-tenth of respondents have used computer access services, which indicates the role of the library as a technology hub.

6. Audiovisual Materials: Video materials and audio materials are used by a smaller percentage of respondents.

The analysis of library services used by students in the past 12 months provides insights into how students interact with the library. The popularity of traditional printed resources, meeting/study spaces, and electronic resources suggests that students value physical and digital resources. The utilization of information and research services provided by library staff highlights the importance of personalized assistance in the research process. Understanding the range of services students use can help inform library service offerings, resource allocation, and strategies to enhance the overall user experience. For instance, promoting the availability of meeting/study spaces and expanding

electronic resource offerings can address potential reluctance by catering to students' varied needs and preferences.

9- "I usually find the books I need at my department/university library."
67 responses



1. Strongly agree: 4.5%
2. Agree: 50.7%
3. Disagree: 34.3%
4. Strongly disagree: 10.4%

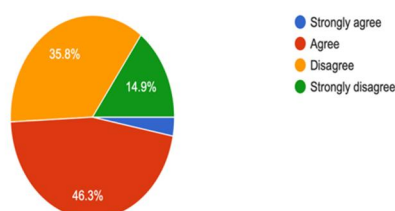
Observations and Analysis:

1. Agreement: Most respondents (55.2%) either strongly agree or agree with the statement, indicating that many students generally find the books they need at their department/university library.
2. Disagreement: However, a notable percentage of respondents (44.7%) disagree with the statement to varying degrees. This suggests that a substantial portion of students do not always find the books they need in the library.
3. Strong Disagreement: About 10.4% of respondents strongly disagree, indicating a more pronounced perception that the library does not meet their book needs.

The analysis of students' perceptions regarding the availability of books at the library provides insights into their satisfaction with the library's book collection. The majority agreement suggests that a significant portion of students feel that their book needs are met. However, the substantial disagreement and strong disagreement percentages indicate potential areas for improvement. Addressing the concerns raised by those

who disagree or strongly disagree can mitigate reluctance to use the library. Strategies could include enhancing the book acquisition process, optimizing cataloguing and search mechanisms, and improving communication about the library's book collection. Understanding these perceptions can guide library administrators in making informed decisions to enhance the book-related services and resources offered by the library.

10- "I usually find the print periodicals and journals I need at my department/university library."
67 responses



1. Strongly agree: 3%
2. Agree: 46.3%
3. Disagree: 35.8%
4. Strongly disagree: 14.9%

Observations and Analysis:

1. Agreement: A substantial portion of respondents (49.3%) either strongly agree or agree with the statement, indicating that many students usually find the print periodicals and journals they need at their department/university library.
2. Disagreement: However, a significant percentage of respondents (50.7%) disagree with the statement to varying degrees. This suggests that many students do not always find the print periodicals and journals they need in the library.
3. Strong Disagreement: About 14.9% of respondents strongly disagree, highlighting a notable proportion of students who strongly perceive that the

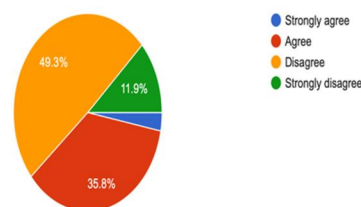
library does not meet their print periodical and journal needs.

Analysing students perceptions regarding the availability of print periodicals and journals at the library provides insights into their satisfaction with this specific aspect of the library's resources. The mixed responses indicate that while a significant portion of students feel their needs are met, a considerable number are dissatisfied. Addressing the concerns raised by those who disagree or strongly disagree can help alleviate reluctance to use the library for accessing print periodicals and journals. Strategies include:

- improving the subscription and display of relevant periodicals,
- enhancing the organization of journal collections, and
- communicating more effectively about the availability of these resources.

Understanding these perceptions can guide library administrators in making informed decisions to enhance the accessibility and usability of print periodicals and journals, ultimately contributing to a more positive and productive library experience.

11- "I can usually access the electronic resources I need (e.g. electronic databases, online indexes, e-journals, and e-books) through my department/university library."
67 responses



1. Strongly agree: 3%
2. Agree: 35.8%
3. Disagree: 49.3%
4. Strongly disagree: 11.9%

Observations and Analysis:

1. Disagreement: A significant percentage of respondents (61.2%) either disagree or strongly disagree with the statement, indicating that a notable portion of students do not believe they can usually access the electronic resources they need through their department/university library.

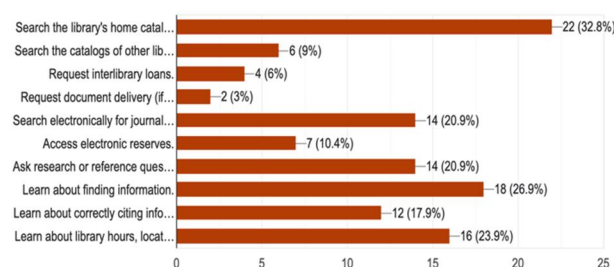
2. Agreement: On the other hand, about 38.8% of respondents agree or strongly agree with the statement, suggesting that a subset of students feel confident in their ability to access electronic resources.

The analysis of students' perceptions regarding access to electronic resources provides insights into their satisfaction with the availability and usability of digital materials through the library. The substantial disagreement percentages indicate potential areas of improvement in ensuring seamless access to electronic resources. Addressing the concerns raised by those who disagree or strongly disagree can mitigate reluctance to use the library's digital materials. Strategies could involve:

- streamlining authentication processes,
- improving user interfaces for electronic databases and journals, and
- providing more explicit instructions on accessing and using online resources.

Understanding these perceptions can guide library administrators in making informed decisions to enhance electronic resource access and usability, fostering a more positive and efficient library experience for students.

12- I have used the library's website to...(check all that apply)
67 responses



1. Search the library home catalog: 32.8%
2. Search the catalogs of other libraries: 9%
3. Request interlibrary loans: 6%
4. Request document delivery (if available): 3%
5. Search electronically for journal articles using online databases: 20.9%
6. Access electronic reserves: 10.4%
7. Ask research or reference questions: 20.9%
8. Learn about finding information: 26.9%
9. Learn about correctly citing information resources: 17.9%
10. Learn about library hours, locations, and services: 23.9%

Observations and Analysis:

1. Library Catalog Usage: The most common use of the library website is to search the library home catalog, indicating that a significant percentage of respondents utilize this feature for locating physical materials.

2. Learning about Information: Many respondents also use the library's website for learning purposes, such as finding information, learning about correct citation practices, and understanding library hours, locations, and services.

3. Journal Article Searching: A notable percentage of respondents use the library's website to electronically search for journal articles using online databases, reflecting the importance of electronic resource access.

4. Reference and Research Questions:

Asking research or reference questions is another prominent use of the library's website, indicating the value of online assistance and support.

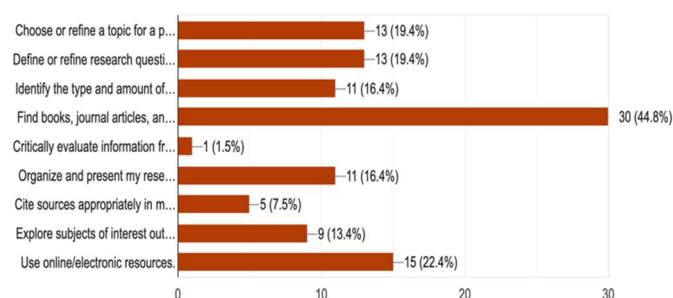
5. Limited Usage of Specific Services:

Services such as requesting interlibrary loans, document delivery, and accessing electronic reserves are less frequently used by respondents.

The analysis of students usage of the library website highlights the various ways they interact with online library resources and services. The popularity of searching the library catalog, accessing information about finding resources, and asking research questions indicates the importance of user-friendly and informative website design. Addressing the relatively lower usage of specific services, such as interlibrary loans and document delivery, might involve promoting awareness and usability of these services. Understanding how students use the library website can guide efforts to enhance its functionality, improve navigation, and provide the necessary resources and tools for successful academic research. Additionally, emphasizing learning resources on the website, such as information about citing sources correctly, can contribute to students information literacy and overall success in their studies.

13- The library staff has helped me to...(check all that apply)

67 responses



1. Choose or refine a topic for a paper: 19.4%
2. Define or refine research questions: 19.4%
3. Identify the type and amount of information that I need: 16.4%
4. Find books, journal articles, and Web resources: 44.8%
5. Critically evaluate information from books, journals, and Web sites: 1.5%
6. Organize and present my research: 16.4%
7. Cite sources appropriately in my research papers and presentations: 7.5%
8. Explore subjects of interest outside of class: 13.4%
9. Use online/electronic resources: 22.4%

Observations and Analysis:

1. Finding Resources: The most common way library staff have helped students find books, journal articles, and web resources. This highlights the critical role of library staff in assisting students with locating relevant and reliable information.
2. Online/Electronic Resources: A significant percentage of respondents have also received help from library staff in using online/electronic resources. This underscores the importance of digital literacy support.
3. Topic Selection and Research Questions: Many students have received assistance in choosing or refining topics for papers and defining research questions, indicating the collaborative role of library staff in shaping research directions.

4. Organization and Presentation: Library staff have helped a notable percentage of respondents organise and present research findings, which is crucial for effective academic communication.

5. Citation and Critical Evaluation: While a smaller percentage, some students have received guidance on citing sources appropriately and critically evaluating information.

The analysis of students interactions with library staff reveals the diverse ways library personnel contribute to students research and academic success. The substantial percentage of respondents who have received help in finding resources underscores the significance of librarian expertise in information retrieval. Addressing the lower percentages for critical evaluation, citation, and exploring subjects of interest could involve enhancing educational initiatives in these areas. Recognizing the roles that library staff play in shaping research topics, refining research questions, and providing digital literacy support can guide efforts to promote and expand library services that address students' needs. Understanding these interactions can also inform professional development for library staff, ensuring they are equipped to assist students across various aspects of their academic journey effectively.

14- Comments

26 responses

1. Poor Library Service: Multiple comments express dissatisfaction with the library service, mentioning that the university's library service is poor or

lacking in physical and electronic resources.

2. Improvement Needed: Several comments highlight the need for improvement in providing academic resources, both physical (books, computers) and digital (website, electronic resources). Some comments emphasize the importance of expanding resources to support knowledge expansion and research.

3. Awareness and Usage: Some respondents mention a lack of awareness about the library, indicating a need for better promotion and communication about library services, including the library's website.

4. Beneficial and Helpful: A few comments express positive views, noting that the library is helpful, beneficial, and supportive of acquiring information across various domains.

5. Health Condition: One respondent mentions a health condition that prevents them from visiting the library physically but acknowledges its potential benefits.

6. Non-Usage: Some respondents state that they do not use the library, possibly indicating a lack of interest or perceived need.

7. Departmental Library Concerns: There is feedback about specific departmental libraries, noting issues like limited resources, lack of internet access, and insufficient computers.

8. Appreciation: A thank you note is included, appreciating the efforts of teachers who work hard.

9. Call for Technological Improvement: A comment emphasizes the importance of the language department using technology

to stay updated and urges the university to be more responsible and responsive.

10. Encouragement: The final comment offers well wishes and encouragement.

The comments highlight concerns, suggestions, and appreciation regarding the university's library service. The dissatisfaction expressed suggests potential areas for improvement, such as enhancing physical and electronic resources, increasing awareness, and addressing specific departmental library issues. Respondents' comments also underscore the importance of communication, promotion, and responsiveness to students' needs. On the positive side, the acknowledgement of helpfulness and potential benefits indicates that there are aspects of the library service that some students appreciate. These comments can guide efforts to enhance library services, address specific challenges, and create a more positive and impactful library experience for students.

3.2 Discussion of Findings

The analysis mentioned above of the survey data offers significant insights into the views, behaviours, and experiences of students concerning their use of the university library. The subsequent discussion synthesises the principal findings and implications, clarifies the factors contributing to students' reluctance to use the library and suggests possible solutions for improvement.

Library Usage Patterns and Reluctance:

The study findings indicate a broad range of library use patterns among the

student community. A considerable portion of participants use the library physical and technological resources. However, a significant cohort of students exhibits reluctance or discontentment. The underlying causes for this hesitancy are complex. They can be attributed to various elements, encompassing the perceived abundance of resources, convenience of entry, and familiarity with library services. The remarks offered by participants emphasise this argument, as specific individuals express discontentment with the present condition of the library. In contrast, others emphasise the necessity for a broader range of readily available resources.

Importance of Resource Availability and Accessibility:

The results highlight the significance of the availability and accessibility of resources in shaping students' choices regarding how to use the library. There is a positive correlation between students who express high agreement or agreement with their ability to regularly use the necessary books and electronic resources at the library and their likelihood to actively participate in using the library's services. This suggests that enhancing the accessibility of various resources, such as physical and digital materials like books, journals, databases, and other relevant sources, plays a crucial role in reducing resistance and fostering the utilisation of libraries.

Role of Library Staff and Services:

The active participation of library personnel and the accessibility of library services significantly impact students engagement with the library. Students who have actively sought guidance from library personnel for a range of goals, including clarifying research inquiries or acquiring material, generally exhibit a more favourable impression of the library. The findings of the study indicate that there exists a potential for further improvement in the involvement of library personnel in assisting students with their academic research efforts and offering customised help based on their individual requirements.

Digital Literacy and User-Friendly platforms:

The results emphasise the need to possess digital literacy skills and utilise platforms that are easy for users to use. Students are more likely to engage with electronic resources if they demonstrate agreement over their capacity to access these materials through the library. This highlights the necessity for continuous initiatives to enhance the user-friendliness of the library's website, online databases, and other digital tools to guarantee that students can quickly and efficiently browse and employ these resources.

Promotion and Communication:

Many remarks indicate an absence of knowledge on the services and resources offered by the library, including its website. This implies the potential for enhancing the promotion and

communication of the different services available to students. Implementing a complete communication strategy comprising orientations, workshops, and targeted advertising campaigns would be beneficial to tackle this issue and enhance students awareness of available resources and services.

Customised Support and Services:

The answers of students vary due to their requirements and interests. This points out the significance of providing diverse services that accommodate individual learning preferences, research objectives, and areas of interest. For example, the availability of quiet study spaces, locations for group collaboration, and customised research assistance can effectively respond to a wide range of needs and potentially reduce hesitancy towards utilising the library.

The Importance of Inclusivity and Accessibility in Academic Settings:

The comments reveal that certain students have health-related obstacles restricting their physical ability to attend the library. Establishing an open and encouraging academic environment necessitates offering accessible library materials and services to all students, regardless of their physical constraints.

In summary, the survey findings and related remarks offer significant insights into why students are reluctant to utilise the university library. The university can create a library experience that aligns with the expectations and requirements of its

student body by focusing on resource availability, enhancing digital literacy support, improving user-friendly interfaces, effectively promoting services, and tailoring services that respond to diverse needs. The recommendations and insights from this research serve as a basis for future discussions and initiatives targeted at improving library services and fostering a culture of engaged participation among students.

4. Limitations of the Study

Several potential limitations may be present in this study, which examined students' reluctance to use university libraries. These constraints could include the following:

- **Sample size:** The sample size may not adequately represent the larger population of students, thereby limiting the generalizability of the findings.
- **Self-report bias** was a potential limitation of the study as it heavily depended on data provided by the participants, which may introduce bias or inaccuracies. For instance, it is feasible that students may exhibit imperfect recollections of their reasons for abstaining from library usage, or they may hesitate to divulge their actual attitudes inside a collective environment.
- **Researcher bias:** It is possible that the researcher involved in the study had personal prejudices or preconceived notions that may have influenced the outcomes or their subsequent interpretation.
- The study findings may be subject to **contextual restrictions**, as they may only apply to the specific department, university, or student population under

investigation and may not be generalizable to other contexts or settings.

- **Time Limitations:** Under the scope of the present study, time constraints have imposed restrictions on the quantity of data that could be gathered and processed, hampering the ability of the researcher to perform a more comprehensive examination of the matter.

5. Conclusion and Recommendations

In summary, the paper examined the various reasons contributing to students' reluctance to use university libraries, thoroughly examining survey responses and student comments. The results of this study provide insight into the complex dynamics between perceptions, behaviours, and experiences that influence students' choices in engaging with the library.

The findings of the study unveiled a complex and multifaceted terrain of library utilisation patterns, characterised by a significant range of agreement and discordance among participants. Many students expressed satisfaction with specific components of the library, such as its physical facilities and the support provided by library personnel. However, a significant number of them also expressed concerns. The complaints expressed by users comprised several concerns about the availability of resources, the convenience of accessing them, the level of awareness regarding available services, and the usage of electronic resources.

Examining the remarks provided further depth to our comprehension, emphasising the necessity for enhancing

resources, strengthened support for digital literacy, efficient communication, and customised services. The students emphasised the importance of resource availability in both print and electronic versions, highlighting its role as a crucial factor influencing library utilisation. Additionally, observations were made on the crucial involvement of library personnel in providing guidance to students throughout their academic endeavours and advocating for a more welcoming and accessible atmosphere.

Based on the findings obtained from this study, a number of practical recommendations can be derived. The university would do well to prioritise the improvement of resource availability and accessibility, including physical and digital resources, while simultaneously strengthening efforts to communicate these resources effectively. Implementing a strategic framework for digital literacy instruction can enhance students' abilities to navigate and utilise technological resources with confidence effectively. Furthermore, it is imperative to foster tailored services and welcoming environments to accommodate a wide range of learning styles and requirements, guaranteeing that each student receives adequate support throughout their educational journey.

To effectively address students reluctance, it is imperative to foster collaboration among many stakeholders within the university. In order to enhance the effectiveness of efforts to promote library engagement, library administrators,

faculty members, and student support organisations must engage in collaborative actions. A comprehensive methodology, characterised by ongoing feedback mechanisms and guided by the insights gained from student experiences, will undeniably result in a more dynamic and efficient library environment.

In the digital age context, libraries significance as fundamental structures for intellectual development and research exploration increases as universities undergo continuous transformation. By taking into consideration the findings made in this study and implementing them as practical approaches, universities can successfully overcome the complicated setting of student reluctance, change obstacles into favourable circumstances, and guarantee the long-term dynamism of the university library as a vital centre for knowledge, collaboration, and inspiration for future generations.

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