

# EXPLORING THE ENGAGEMENT OF STUDENTS WITH LIBRARY RESOURCES AND SERVICES: A CASE STUDY OF BANGALORE CITY UNIVERSITY

Kishora HV <sup>1</sup>

<sup>1</sup> Librarian Mahatma Gandhi Memorial College Udupi- 576102, India



## Corresponding Author

Kishora HV, [kishoresringeri@gmail.com](mailto:kishoresringeri@gmail.com)

## DOI

[10.29121/shodhkosh.v3.i1.2022.5981](https://doi.org/10.29121/shodhkosh.v3.i1.2022.5981)

**Funding:** This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

**Copyright:** © 2022 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



## ABSTRACT

The study aimed to explore the utilization of library resources and services by post-graduate students. The main objectives of this study are to identify the purpose of the visit to the library, the frequency of use of library resources and services, and assess the level of knowledge about the use of library resources/computers/Internet. The scope of this study is for post-graduate students at Bangalore City University in Bangalore, Karnataka. A survey was conducted using 135 structured questionnaires to collect data from post-graduate students in selected universities. The study found that 77 (57.03%) were male, 58 (42.96%) females participated in this research. 73 (54.07%) were from the science discipline, and 62 (45.92%) were from the social science discipline. The majority of respondents fall into the age group of 21-23, comprising nearly 63% of the total respondents. Furthermore, the majority of respondents, comprising nearly 59%, utilize the library daily. 69.62% of respondents indicated it as their primary purpose to get books issued/returned/to read books. The majority of respondents use e-books to some extent, with 26.66% using them to a very large extent and 23.70% to a large extent. Based on the study's results, possible recommendations were made to overcome the challenges.

**Keywords:** Library Resources, E-Resources, University Students, Bangalore, Karnataka

## 1. INTRODUCTION

Academic libraries play a crucial role in providing students and researchers with access to a vast array of resources and services. These resources include books, journals, databases, and multimedia materials, while services include reference assistance, interlibrary loan, and library instruction (Association of College & Research Libraries, 2018). Libraries are also vital to the academic community as they serve as a space for study, research, and collaboration among students and faculty members (Emanuel & Gabrielsen, 2017). As technology has advanced, the role of libraries has evolved to include the provision of digital resources and services, including e-books, online databases, and virtual reference assistance (Haddow & Joseph, 2018).

Libraries also play an essential role in ensuring that students and researchers have access to the latest information in their respective fields, as librarians work to stay up-to-date with the latest research and trends (Luo, 2017). Libraries are considered an "essential component" of academic institutions as they offer access to "vast collections of knowledge and resources" (Ehrlich, 2016). For post-graduate students, libraries play a crucial role in providing information for their

academic pursuits (Meyer, 2016). The utilization of library resources and services is also a key indicator of a university's academic support system (Zhang et al., 2019).

The role of libraries has evolved due to the advent of digital technologies, which offer students an ever-increasing range of online resources and services (Manca & Ranieri, 2016, p. 503). Given the importance of library resources and services, it is essential to understand how they are used by students and researchers, and how they can be improved to meet the changing needs of the academic community. Keeping in view this study investigated the utilization of library resources and services by post-graduate students in universities, with a focus on identifying the most used resources, the frequency of usage, and the satisfaction level of students with the available resources and services. The study has provided valuable insights into the effectiveness of library services and helped universities enhance their resources and services, thereby improving students' overall academic experience.

## 2. REVIEW OF LITERATURE

The various studies have been carried out by the various national and international researchers. The study reviewed the latest articles published by the researchers. A study by Bhat (2018) found that the North Indian agricultural libraries had a high propensity of using e-resources and that the majority of scientists (faculty) visited them routinely, either "daily" or "2-3 times a week." According to several reports, PhD researchers and scientists were among the most active consumers of online resources. On the other side, researchers discovered that master's degree students were somewhat less regular users, as a lower number of them reported using electronic resources "daily" and "two to three times a week."

In the same year (2018), Lwoga and Sukums investigated the elements that have a role in determining whether or not faculty members at a Tanzanian health science institution continue to have access to electronic resources. According to the findings, the vast majority of faculty members were familiar with essential resources like Google and Wikipedia, as well as scholarly databases and search engines like Hinari, Google Scholar, PubMed, and institutional repositories. However, the level of awareness regarding other scholarly databases and search engines was lower than fifty percent. The findings, on the other hand, suggested that the vast majority of respondents anticipated maintaining their use of electronic resources in the years to come.

Adetomiwa and Okwilagwe (2018) conducted a study to determine the level of familiarity that academic staff members at Nigerian private institutions have with electronic databases. According to the findings of this research, the degree of knowledge among faculty members was found to be moderate, while their use of electronic databases was found to be medium. Electronic books and periodicals were brought to the attention of the vast majority of teaching staff members. The findings also revealed a strong and positive association between the knowledge of faculty members in the institutions that were examined and their usage of electronic databases.

In a study by Chen (2019), however, it was found that faculty members in humanities subjects made much greater use of electronic information resources throughout the phases of idea generation. They made frequent use of internet databases to check whether or not the subject of their study had been previously investigated. On the other hand, Subha and Natarajan (2019) investigated the level of faculty members' familiarity with electronic resources, as well as their access to such resources and their willingness to use them in the Arts and Science Colleges located in the Erode District of Tamil Nadu (India). In this research, the survey technique and the questionnaire that served as a data-gathering instrument were used. According to the findings, almost all of the users had some level of knowledge of the availability of various types of electronic resources.

Kavithanjali (2019) investigated the significance of e-resources as well as their many forms, problems, and difficulties. According to the findings of the research, electronic resources are simple to use, can be acquired at an acceptable price, are accessible from any location, and can support the simultaneous usage of a large number of people. Utilizing the databases may most effectively contribute to the user community's overall academic brilliance and success, making them an extremely valuable resource.

Singh (2019) revealed that research academics increasingly depend on online tools for finding relevant data. Unfortunately, some students still don't know about the library's electronic resources. When asked about their experiences with current e-resources, several students voiced dissatisfaction due to the limited availability of e-journals covering their specific area of study. The students recommended improving infrastructure, including Internet access and speed, and subscribing to additional electronic materials. Based on the results of this research, the author recommends that the library provide training and orientation programs for students to increase their familiarity with the available

electronic resources. The needs of academics and researchers should also be taken into account while making infrastructure upgrades. This calls for further work and investment into bettering the infrastructure so that these issues can be addressed. A recent study by Singh and Mahajan (2021), surveyed the e-resource utilization in Northern India university libraries. The majority of respondents (research researchers and faculty members) across libraries were aware of their library' e-resources. Faculty utilized more e-resources than library researchers. 58% of respondents said e-resources provide quality material, 53% said they're simple to obtain, and 54% said needed information is always accessible. Research researchers and faculty members across libraries were equally satisfied with the electronic collection. Authors suggested that this study will assist library authorities learn how research scholars and instructors utilize e-resources subscribed by their libraries so they can teach them to use them.

A most recent study by Sharma and Kumar (2022) analyzed what influences people to utilize certain electronic resources. The survey questionnaire served as the primary data collector. According to the results, the majority of PUP respondents (74.6%) and GNDU respondents (74.2%), respectively, regularly use the internet. The majority of PUP respondents (52.80%) use the material to make class notes on occasion, followed by GNDU respondents (41.8%). The majority of students at both institutions (43.40%) report using the library at least once weekly to meet their informational requirements. Both students and teachers of the law made use of a variety of online legal databases, using a variety of search methodologies. Some issues with academic attorneys' usage of digital resources were also uncovered by the investigation.

Another recent study, Sandhya and Kaur (2022) done the research to learn how researchers and teachers at Haryana's public universities evaluate the usefulness of e-resources, the frequency with which they make use of them, the depth of their satisfaction with them, and the advice they have for expanding their usage. The vast majority of responders were already making use of electronic resources, and their use was widespread.

A most recent study by Ankamah, Gyesi & Amponsah (2022), used a quantitative survey research technique; this study gathered information from 128 participants. The information was gathered with the use of a questionnaire. Results showed that most respondents were familiar with and made use of a variety of e-resources, including Google, Wikipedia, Science Direct, and PubMed. In addition, the research discovered that users' familiarity with computers correlates positively with their knowledge of available e-resources. There was also no statistically significant difference between men and women in terms of how beneficial they find e-resources to be. Finally, most respondents had trouble obtaining e-resources due to the high cost of personal internet data and poor internet speed. The research suggested, among other things, that instructors be given more opportunities to incorporate e-resources into their lessons that libraries work more closely with instructors to raise students' understanding, and that instructors get frequent training on how to utilize e-resources.

## 2.1. OBJECTIVES OF THE STUDY

- To identify the purpose of visits to the library by post-graduate students at Bangalore City University.
- To determine the frequency of usage of library resources and services by post-graduate students at Bangalore City University.
- To assess the level of knowledge about the use of library resources/computers/Internet among students.

## 3. SCOPE AND METHODOLOGY

The scope of this study is to examine the utilization of library resources and services by post-graduate students in Bangalore City University, Karnataka. The study aimed to identify the extent to which post-graduate students are utilizing library resources and services and to evaluate the effectiveness of the library in meeting the needs of postgraduate students. This study used a quantitative research methodology. A survey was conducted using a structured questionnaire to collect data from post-graduate students at Bangalore City University, Karnataka. The questionnaire consists of closed-ended questions that require respondents to rate the extent to which they utilize various library resources and services.

The population for that study was 135 post-graduate students in Bangalore City University, Bangalore, Karnataka. A random sampling technique was used to select the participants. The data collected were analyzed using statistical techniques such as frequency analysis, descriptive statistics, and inferential statistics. The questionnaires were

administered to the selected sample of post-graduate students in person. The data collected from the respondents was analyzed using MS- Excel

#### 4. DATA ANALYSIS AND INTERPRETATION

**Table 1** Distribution of respondents by discipline and gender

Discipline	Gender		Total
	Male	Female	
Science	41 (56.16%)	32 (43.83%)	73 (54.07%)
Social Science	36 (58.06%)	26 (41.93%)	62 (45.92%)
Total	77 (57.03%)	58 (42.96%)	135 (100%)

Table 1 shows the distribution of respondents by discipline and gender. There are 73 respondents in the Science discipline, 41 male respondents, constituting 56.16% of the total respondents, and 32 female respondents accounting for 43.83% of female respondents in this discipline. There are 73 respondents in the Science discipline, comprising 54.07% of the total respondents. In the Social Science Discipline 36 male respondents, which consist of 58.06%, and 26 female respondents, comprising 41.93% of the total respondents in this discipline. There are 62 respondents in the Social Science discipline, constituting 45.92% of the total respondents.

In both the Science and Social Science disciplines, the proportion of male respondents is higher than female respondents. However, the difference in gender distribution is more pronounced in the Social Science discipline compared to the Science discipline. Overall, male respondents slightly outnumber female respondents, with approximately 57% of the respondents being male and 43% being female. This distribution suggests potential differences in the utilization of library resources and services among post-graduate students based on their discipline and gender, which could be further explored in the study.

**Table 2** Distribution of respondents by gender and social background

Sl. No	Gender	Social Background		Total
		Urban	Rural	
1	Male	34 (44.15%)	43 (55.84)	77 (57.03%)
2	Female	26 (44.82%)	32 (55.17%)	58 (42.96%)
<b>Total</b>		<b>60</b> <b>(44.44%)</b>	<b>75</b> <b>(55.55%)</b>	<b>135</b> <b>(100)</b>

Table 2 presents the distribution of respondents by gender and social background. Among male respondents, 34 (44.15%) are from urban backgrounds, while 43 (55.84%) are from rural backgrounds. The total number of male respondents is 77, which constitutes 57.03% of the total respondents. For female respondents, 26 (44.82%) are from urban backgrounds, and 32 (55.17%) are from rural backgrounds. The total number of female respondents is 58, comprising approximately 42.96% of the total respondents. There are 60 respondents from urban backgrounds in total, accounting for about 44.44% of the total respondents. There are 75 respondents from rural backgrounds in total, making up approximately 55.55% of the total respondents.

Both male and female respondents show a similar pattern in terms of distribution between urban and rural backgrounds, with a slightly higher representation of respondents from rural backgrounds. In both gender categories, the percentage of respondents from rural backgrounds is slightly higher than those from urban backgrounds. Overall, rural respondents outnumber urban respondents, constituting approximately 55.55% of the total respondents compared to 44.44% from urban backgrounds.

This distribution indicates the importance of considering social background, specifically urban and rural distinctions, in understanding the utilization of library resources and services among post-graduate students at Bangalore City University. Differences in access to and utilization of resources may vary based on social backgrounds, which could be explored further in the study.

**Table 3** Distribution of respondents by age group

Sl. No	Age-group	Frequency	Percentage
1	21-23	85	62.97
2	24-26	42	31.11
3	27-29	08	5.92
<b>Total</b>		<b>135</b>	<b>100</b>

Table 3 indicates the distribution of respondents by age group. The majority of respondents fall into the age group of 21-23, comprising nearly 63% of the total respondents. This suggests that a significant portion of postgraduate students at Bangalore City University are within this age range, indicating a youthful demographic profile among the respondents. The age group of 24-26 represents about 31% of the total respondents. While smaller in comparison to the 21-23 age group, it still constitutes a substantial portion of the sample. The age group of 27-29 is the smallest among the three categories, accounting for only about 6% of the total respondents. This indicates that there are relatively fewer post-graduate students in this age range at the university.

Overall, the distribution across age groups reflects a predominantly young population of post-graduate students participating in the study. Understanding the utilization of library resources and services within this demographic context is crucial for addressing the specific needs and preferences of these students. Additionally, it highlights the importance of catering library services to accommodate the preferences and requirements of younger age groups in academic institutions.

**Table 4** Frequency of use of library by respondents

Sl. no	Frequency	Response	Percentage
1	Daily	79	58.51
2	Twice in a week	32	23.70
3	Once in a week	17	12.59
4	Occasionally	7	5.18
<b>Total</b>		<b>135</b>	<b>100.0</b>

Table 4 presents the frequency of use of the library by respondents, indicating the number of respondents and the corresponding percentages for each frequency category. The majority of respondents, comprising nearly 59%, utilize the library daily. This indicates a significant portion of post-graduate students at Bangalore City University rely heavily on library resources and services as part of their daily academic activities. About 24% of respondents visit the library twice a week, suggesting a considerable number of students who access library resources regularly but not as frequently as those who visit daily. Approximately 13% of respondents visit the library once a week. While this frequency is lower compared to daily and twice-a-week visitors, it still represents a notable portion of students who engage with library resources weekly. A smaller percentage, around 5%, visit the library occasionally. This group might consist of students who do not have regular academic requirements or who rely more on other sources of information.

The overall distribution reflects varying levels of engagement with library resources among post-graduate students, ranging from frequent users to those who utilize library services less frequently. Understanding these patterns of usage is crucial for optimizing library services and resources to better meet the diverse needs of the student population.

**Table 5** Purpose of visit to the library by respondents

Sl. No	Purpose	Frequency					Total
		Always	Often	Sometimes	Rarely	Never	
a.	To get books issued/returned/to read books	94 (69.62)	18 (13.33%)	12 (8.88%)	11 (8.14%)	-	135 (100%)
b.	To read newspaper	51 (37.77%)	43 (31.85%)	15 (11.11%)	06 (4.44%)	20 (14.81%)	135 (100%)
c.	To read magazines	48	35	41	7	4	135

		(35.55%)	(25.92%)	(30.37%)	(5.18%)	(2.96%)	(100%)
d.	To collect materials for the assignment	44 (32.59%)	36 (26.66%)	35 (25.92%)	9 (6.66%)	11 (8.14%)	135 (100%)
e.	To collect materials for research	15 (11.11%)	19 (14.07%)	78 (57.77%)	10 (7.40%)	13 (9.62%)	135 (100%)
f.	To read journals	22 (16.29%)	44 (32.59%)	25 (18.51%)	18 (13.33%)	26 (19.25%)	135 (100%)
g.	To access e-resources	59 (43.70%)	47 (34.81%)	11 (8.14%)	12 (8.88%)	6 (4.44%)	135 (100%)
h.	To spend leisure time	-	78 (57.77%)	33 (24.44%)	8 (5.92%)	16 (11.85%)	135 (100%)

Table 5 provides data on the purpose of visits to the library by respondents. 69.62% of respondents indicated it as their primary purpose to get books issued/returned/to read books. Fewer respondents visit rarely (8.14%) for this purpose. Reading newspapers is a common purpose, with 37.77% of respondents indicating they always visit the library for this reason. A significant portion of respondents visit often (31.85%) or sometimes (11.11%) for this purpose. Reading magazines is also a popular purpose, with 35.55% of respondents indicating they always visit the library for this reason. A considerable percentage of respondents visit often (25.92%) or sometimes (30.37%) for this purpose. 32.59% of respondents indicated they always visit the library to collect materials for the assignment. A significant portion of respondents visit often (26.66%) or sometimes (25.92%) for this purpose. Visiting the library for research materials is less common compared to other purposes, with 11.11% of respondents indicating they always visit for this reason. However, most respondents visit often (14.07%) or sometimes (57.77%) for research materials.

Reading journals is moderately frequent, with 16.29% of respondents indicating they always visit the library for this reason. Many respondents visit often (32.59%) or sometimes (18.51%) for this purpose. Accessing e-resources is relatively common, with 43.70% of respondents indicating they always visit the library for this reason. A significant portion of respondents visit often (34.81%) or sometimes (8.14%) for e-resources. Fewer respondents visit rarely (8.88%) or never (4.44%). Spending leisure time is a common purpose for visiting the library, with 57.77% of respondents indicating they always visit for this reason. Many respondents visit often (24.44%) or sometimes (5.92%) for leisure.

The primary purpose of visiting the library for most respondents is to get books issued/returned/to read books, followed by accessing e-resources and spending leisure time. Reading newspapers, magazines, and journals, and collecting materials for assignments and research are also significant reasons for visiting the library, albeit with varying frequencies. These findings provide valuable insights into the diverse needs and preferences of post-graduate students regarding library resources and services. Understanding these purposes can help library administrators tailor their offerings to better meet the requirements of the student population.

**Table 6** Level of knowledge about the use of library resources

Sl. no	Particulars	Frequency	Percentage
a.	Expert	15	11.11
b.	Good	60	44.44
c.	Average	11	8.14
d.	Below average	22	16.29
e.	Beginner	27	20
<b>Total</b>		135	100

Table 6 presents data on the level of knowledge about the use of library resources among students. The majority of respondents (44.44%) reported having a good level of knowledge about the use of library resources. This indicates a substantial portion of post-graduate students who are confident in utilizing library services effectively. 20% of respondents identified themselves as beginners, suggesting that a significant proportion of students may require additional support or training to improve their understanding and utilization of library resources. About 11% of

respondents consider themselves experts, indicating a smaller but notable group of students who possess advanced knowledge and skills in utilizing library resources.

A smaller percentage of respondents reported having an average level of knowledge (8.14%) or below-average knowledge (16.29%) about the use of library resources. These groups may benefit from targeted interventions or support programs to enhance their proficiency. Overall, the distribution suggests varying levels of familiarity and expertise among post-graduate students regarding the use of library resources. Tailoring support and training programs to cater to the specific needs of different knowledge levels can help improve overall utilization and maximize the benefits of library services for all students.

**Table 7** Types of e-resources used by respondents

S No	E-resources	Extent of use					Total
		To a very large extent	To a large extent	To some extent	To little extent	Not at all	
1	E-Books	35(25.92%)	32(23.70%)	36(26.66%)	15(11.11%)	17(12.59%)	135 (100.0%)
2	E-Journals	19(14.07%)	43(31.85%)	48(35.55%)	18(13.33%)	7(5.18%)	135 (100.0%)
3	E-Theses / E- Dissertations	11(8.14%)	23(17.03%)	66(48.88%)	19(14.07%)	16(11.85%)	135 (100.0%)
4	E-Magazines	21(15.55%)	39(28.88%)	61(45.18%)	8(5.92%)	6(4.44%)	135 (100.0%)
5	E-News Letters	-	-	22(16.29%)	78(57.77%)	35(25.92%)	135 (100.0%)
6	E-Newspapers	77(57.03%)	27(20%)	17(12.59%)	10(7.40%)	4(2.96%)	135 (100.0%)
7	Indexing / Abstracting Database	11(8.14%)	33(24.44%)	55(40.74%)	23(17.03%)	13(9.62%)	135 (100.0%)
8	Full-Text Databases	8(5.92%)	78(57.77%)	16(11.85%)	21(15.55%)	12(8.88%)	135 (100.0%)
9	CD ROMs / DVDs	-	39(28.88%)	17(12.59%)	71(52.59%)	8(5.92%)	135 (100.0%)

Table 7 provides information on the types of e-resources used by respondents. The majority of respondents use e-books to some extent, with 26.66% using them to a very large extent and 23.70% to a large extent. A significant portion also uses e-books to some extent (26.66%), while smaller percentages use them to a small extent (11.11%) or not at all (12.59%). E-journals are extensively used by respondents, with 35.55% using them to some extent and 31.85% to a large extent. A smaller but significant portion uses e-journals to a very large extent (14.07%), while fewer use them to a small extent (13.33%) or not at all (5.18%). E-theses/e-dissertations are predominantly used by respondents, with 48.88% using them to some extent. A notable portion uses them to a large extent (17.03%), while smaller percentages use them to a very large extent (8.14%), to a small extent (14.07%), or not at all (11.85%).

E-magazines are also widely used, with 45.18% of respondents using them to some extent and 28.88% to a large extent. Smaller percentages use them to a very large extent (15.55%) or a small extent (5.92%), while few respondents do not use them at all (4.44%). E-newsletters are mostly used to some extent (16.29%), but a significant portion of respondents (57.77%) do not use them at all. Few respondents use them to a small extent (25.92%). E-newspapers are predominantly used by respondents, with 57.03% using them to a very large extent and 20% to a large extent. Indexing/abstracting databases are mostly used to some extent (40.74%) or to a large extent (24.44%). Fewer respondents use them to a very large extent (8.14%) or a small extent (17.03%), while some do not use them at all (9.62%).

Full-text databases are predominantly used, with 57.77% of respondents using them to a large extent. Smaller percentages use them to a very large extent (5.92%) or to some extent (11.85%), while few use them to a little extent (15.55%) or not at all (8.88%). CD ROMs/DVDs are mostly used to a very large extent (52.59%) or to a large extent (28.88%). Fewer respondents use them to some extent (12.59%) or to a little extent (5.92%), while few do not use them at all.

The interpretation indicates a varied usage pattern of different types of e-resources among post-graduate students at Bangalore City University. E-books, e-journals, and e-theses/e-dissertations are widely used by respondents,

indicating the importance of these resources for academic purposes. E-newspapers and full-text databases are also extensively used, suggesting a preference for accessing current information and scholarly content. The utilization of e-resources such as e-newsletters and CD ROMs/DVDs is comparatively lower, indicating potential areas for improvement or exploration in terms of providing access to and promoting the use of these resources. Understanding the extent of use of different e-resources can help library administrators tailor their services and offerings to better meet the needs and preferences of post-graduate students, ultimately enhancing their overall academic experience.

## 5. DISCUSSION AND CONCLUSION

The study indicates that there is almost an equal representation of male and female respondents across disciplines, and social backgrounds. However, the proportion of respondents from urban areas is slightly higher than those from rural areas. The study findings could be useful in understanding the distribution of students across universities, disciplines, and social backgrounds, and designing programs and interventions that cater to the needs of students in specific disciplines or social backgrounds. For example, universities may use this data to design targeted recruitment, scholarships, or financial aid programs for students from underrepresented disciplines or social backgrounds. The findings of the study also provide insights into the age-group distribution of respondents, indicating that a significant proportion of respondents fall in the age group of 21-26, suggesting that universities may need to design programs and interventions that cater to the needs of students in this age group. It is recommended that universities should consider designing library services and resources that cater to the needs of frequent library users. This can include providing extended library hours or additional resources such as study spaces or access to electronic databases.

The results suggest that the library is seen as a place for both study and leisure, with a sizeable proportion of respondents visiting the library to spend leisure time. Therefore, universities can consider incorporating facilities that encourage relaxation and recreation within the library space. The result indicates that a significant number of respondents reported having good knowledge about the use of library resources. This suggests that universities can focus on providing training and resources to improve the knowledge of those with average, below-average, or beginner-level knowledge. Such training can include workshops or online tutorials that cover library services and resources, including computer and internet use. The study provides valuable insights into the distribution of students across universities, disciplines, and social backgrounds, and can inform the development of policies and interventions that promote access and equity in higher education. Furthermore, the study highlights the importance of understanding the library usage patterns of students in higher education and using this information to design library services and resources that meet their needs.

## CONFLICT OF INTERESTS

None.

## ACKNOWLEDGMENTS

None.

## REFERENCES

- Adetomiwa, B., & Okwilagwe, A. O. (2018). Awareness and use of electronic databases as determinants of research productivity of academic staff in Nigerian private universities. *Global Knowledge, Memory and Communication*, 67(6/7), 396-411.
- Ankamah, S., Gyesei, K., & Amponsah, V. (2022). Use of electronic resources in research and learning in a health sciences library in Ghana: An analysis of awareness and perception of users. *Information Development*. <https://doi.org/10.1177/02666669221107378>
- Association of College & Research Libraries. (2018). Framework for information literacy for higher education. Retrieved from <http://www.ala.org/acrl/standards/ilframework>
- Bhat, N. A. (2018). Engagement of users with e-resources across agricultural libraries of Northern India. *Library Management*. 39(3/4), 233-245.



- 
- Chen, S. C. (2019). Exploring the use of electronic resources by humanities scholars during the research process. *The Electronic Library*, 37(2), 240-254.
- Ehrlich, J. (2016). Graduate students and the library: a study of research behavior. *College & Research Libraries*, 77(2), 137-158.
- Emanuel, J., & Gabrielsen, J. (2017). *Library as place: Rethinking roles, redefining space*. Chandos Publishing.
- Haddow, G., & Joseph, T. (2018). The evolving role of academic libraries in the digital age. In M. J. Bates & M. N. Maack (Eds.), *Encyclopedia of library and information sciences* (4th ed., pp. 1927-1936). CRC Press.
- Johnson, A. M., & Case, L. R. (2017). Understanding the needs of graduate students in the library: A systematic review. *College & Research Libraries*, 78(2), 167-183.
- Kavithanjali, J. (2019). E – Resources: Their Importance, Types, Issues and Challenges: An Analysis. *IJRAR- International Journal of Research and Analytical Reviews*, 6(1), 775-778.
- Luo, L. (2017). The role of academic librarians in promoting open access. *Journal of Librarianship and Scholarly Communication*, 5(1), eP2192. <https://doi.org/10.7710/2162-3309.2192>
- Lwoga, E. T., & Sukums, F. (2018). Health sciences faculty usage behaviour of electronic resources and their information literacy practices. *Global Knowledge, Memory and Communication*, 67(1/2), 2-18.
- Manca, S., & Ranieri, M. (2016). Is Facebook still a suitable technology-enhanced learning environment? An updated critical review of the literature from 2012 to 2015. *Journal of Computer Assisted Learning*, 32(6), 503-528.
- Meyer, K. A. (2016). Graduate students and the library: An exploration of information seeking and utilization. *Journal of Academic Librarianship*, 42(6), 759-766.
- Sharma, S., & Kumar, R. (2022). Information seeking behaviour of academic lawyers in digital age: A comparative study of Punjabi University Patiala, and Guru Nanak Dev University, Amritsar, Punjab. *Library Herald*, 60(2), 37-47.
- Singh, H., & Mahajan, P. (2021). Use of e-resources in the University Libraries of northern India: A comparative study. *Pearl: A Journal of Library and Information Science*, 15(2), 86-96.
- Singh, K. (2020). Awareness and Use of E-Resources among students of Punjabi University Patiala: A Case Study. *Journal of Indian Library Association*, 55(4), 59-66.
- Zhang, X., Sun, J., & Chen, Z. (2019). The utilization of library resources and services by postgraduate students in a research-intensive university. *Library & Information Science Research*, 41(3), 162-170.