

Library Resource Utilization and User Satisfaction among Faculty and Students in Academic Libraries in Odisha

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ABSTRACT

This study looks into how teachers and students' use of library resources affects their level of satisfaction. Traditional library services have changed as a result of the introduction of digital technology, making it necessary to comprehend how these developments impact user happiness and engagement. This study uses a mixed-methods approach to map how different library resources are used, assess user satisfaction, and pinpoint important variables. Faculty and student questionnaires and interviews were used to gather data, which was then evaluated using both quantitative and qualitative techniques. The findings show that although preferences and satisfaction levels differ greatly between different categories, both teachers and students place a high importance on digital resources. The quality of library services, accessibility, and resource relevancy were found to be important factors influencing patron satisfaction. The study offers important insights on how libraries might improve their services to better serve the needs of their patrons, including policy recommendations and strategic enhancements. By offering practical suggestions for library administrators to maximize resource allocation and enhance user experience, these findings add to the larger scholarly conversation on library management and user satisfaction.

Keywords: *Library Resource Utilization, User Satisfaction, Faculty, Students, Academic Libraries, Digital Resources, Library Services.*

1. INTRODUCTION

By offering a wide range of resources and services, academic libraries play a crucial role in promoting teaching, learning, and research. The environment of library services has drastically changed due to the quick incorporation of digital technology, needing a thorough understanding of how these changes affect faculty and student user satisfaction. Academic achievement, increased research productivity, and the development of lifelong learning skills all depend on the efficient use of library resources. However, there is frequently a discrepancy between these resources' actual use and their availability, which raises concerns regarding user happiness and the variables that affect it. With an emphasis on academic faculty and students, this study attempts to assess user satisfaction levels and look into patterns of library resource consumption. Through the use of a mixed-methods approach that includes surveys and interviews, this study aims to pinpoint the major factors that influence satisfaction and offer tactical suggestions for enhancing library services. Important topics covered in the study include the usefulness of library services, the influence of digital resources in comparison to traditional ones, and the accessibility and applicability of resources. In order to allocate resources efficiently and improve user experience, library administration must comprehend these variables. The results of this study will add to the larger body of knowledge on user satisfaction and library administration, providing policymakers and library managers with useful information. The ultimate goal of this research is to close the gap between resource availability and utilization so that academic libraries may continue to meet the changing demands of their patrons in a fast expanding learning environment.

2. REVIEW OF LITERATURE

According to Rajev and Sriram (2013), library resources have a significant impact on patron satisfaction; thus, Gulf states should invest in research and development to guarantee they have adequate information to give. Higher education

institutions are being evaluated by external quality assurance agencies, and library directors are focusing more on stakeholder satisfaction. The impact of various resources on customer satisfaction is investigated in this study.

Mansingh (2017) said that the research discovered that librarians at Chennai's teacher education institutions are already doing an excellent job, but they might be even more successful if they focused on learning to adapt to new scenarios utilizing ICT.

According to Putra et al. (2018), the purpose of this research is to examine how many system construction factors influenced a LIS installation at an Indonesian institution in terms of user satisfaction. The study found that the LIS met the needs of its users after implementing DeLone and McLean's IS success model. The results can also point to possible directions for future development. The study used SmartPLS 2.0 with PLS-SEM, or partially least squares structural equation modeling.

Okunoye & Ajani (2021). The statistics indicated that textbooks were the most often used resource, followed by reference books, manuals, newspapers, magazines, and the internet. Participants reported that the course inspired them to become more ardent readers and gave them a renewed appreciation for the library's holdings. The photocopying, borrowing, and orientation services offered by the library were all helpful. The report recommends improving infrastructure, internet facilities, and user training to satisfy the information needs of all target audiences.

The aim of this research, according to Oyeleye (2021), In total, 875 students were questioned utilizing the "QSSULRUAPCESN" survey, which consisted of five items. The findings show that students are happy using the library's services for both academic and personal development. Using library resources is essential for pupils worldwide to excel in school since there is no gender divide.

The purpose of this research, according to Shah et al. (2021), is to determine how happy library patrons at Government Degree College Sabir Abad (Karak) in Khyber Pakhtunkhwa are with the materials and services provided by the library. Out of the 135 people asked to participate in the survey, an astounding 87% participated. The number of students enrolled in the BA and B.Sc. programs has declined, and teaching positions are still available. Even when they visit the library once a week or once a month, users are dissatisfied with the lighting, selection of newspapers, and overall ambiance. The study indicates that libraries need to enhance their offerings and expand their holdings.

According to (Gamage, 2022), this research looked at students' satisfaction with the resources and services offered by the Institute of Indigenous Medicine library at the University of Colombo. 75.7% of the 154 students who were asked to complete the survey did so. 77.3% of patrons said they were very pleased with the library's offerings. The study comes to the conclusion that the existing physical locations, digital resources, and reading areas are insufficient and need to be updated. To satisfy the needs that students are not currently receiving, we must create marketing strategies and user awareness campaigns.

According to (Puertos, EdD, 2022), the goal of the research was to assess the level of service provided by library personnel and the amount of time that 384 college students spent using the library's resources. Both users and librarians expressed great satisfaction with the outcomes, which is encouraging for the efficient use of library resources. Higher education should prioritize educating students for global jobs because neither the utilization of library resources nor the satisfaction of library staff significantly predicted students' critical thinking.

According to (Sulaiman et al., 2022), researchers at Lagos State University's Fatiu Akeshode Library looked at how academic library services affected patron satisfaction during the COVID-19 pandemic. Two hundred questionnaires were sent to graduate and undergraduate students. The book lending option received the lowest customer satisfaction rating, whereas the newspaper/magazine round table function was the most popular feature. The study concluded that government support for e-libraries would increase user satisfaction in the current era.

Padohinog, 2023 said that the primary purpose of this research was to determine how happy library users are with their experiences. The descriptive survey was completed by 120 students and 30 instructors, and everyone who participated had nothing but positive things to say about the library's personnel, resources, and services. Customers had concerns about the staff's communication abilities, Wi-Fi, and the current book inventory. According to the research, constant improvement may enhance both services and worker attitudes.

3. HISTORICAL CONTEXT OF ACADEMIC LIBRARIES:

3.1 Role in Knowledge Dissemination

Originally used mostly for printed books and journals, academic libraries have developed into vibrant hubs providing a variety of resources for universities. These days, they contain specialized databases, digital archives, and multimedia resources that support a variety of interdisciplinary methods and research strategies. These libraries improve higher education's scholarly landscape by encouraging academic success and intellectual inquiry.

3.2 Technological Advancements

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Digital technologies have revolutionized academic libraries by increasing user interaction and democratizing access to extensive intellectual content. Accessibility has been enhanced via mobile-friendly platforms and remote access, allowing users to interact with resources from any location. Academic libraries are now flexible and responsive in the digital era thanks to the creative approaches to information literacy, scholarly communication, and cooperative research projects made possible by digital technologies.

3.3 Changing Educational Landscape and User Expectations Shift in Pedagogical Approaches

Academic libraries must provide strong support as modern educational models move toward active learning, collaborative research, and interdisciplinary study. Libraries promote digital literacy and give users the tools they need to successfully access and utilize information within these changing educational contexts. These tools include updated literature, multimedia materials, and collaborative spaces.

3.4 User-Centric Services

In order to satisfy the various demands and expectations of instructors and students, academic libraries are implementing user-centric service models. They provide easy access to resources, such as digital resources, safe authentication methods, individualized customer support, and cutting-edge study spaces. To promote creativity, productivity, and knowledge exchange, these libraries are making investments in cutting-edge technology, ergonomic furniture, and collaboration areas.

4. IMPORTANCE OF USER SATISFACTION IN ACADEMIC LIBRARIES

4.1 Quality Indicator

One of the most important measures of how well library services and resources are working in academic libraries is user satisfaction. It shows how well the library can accommodate faculty members' and students' information needs, preferences, and expectations. High satisfaction levels show that the purpose has been successfully carried out, that collections are accessible on time, that services are effective, and that an instructional environment has been fostered.

4.2 Impact on Academic Success

Academic achievement and participation in scholarly activities are strongly impacted by user satisfaction in academic libraries. Higher success and productivity result from satisfied users' effective use of library resources, perception of the library as an essential partner, and engagement with resources. Collaboration and the use of resources might be hampered by dissatisfaction. Sustaining library relevance and efficacy in furthering research, teaching, and learning objectives depends on maintaining high user satisfaction.

4.3 Evolution of Library Services in Higher Education

Technological developments, shifting educational techniques, and shifting user expectations have all contributed to the substantial evolution of academic libraries in higher education. They have evolved from static repositories to dynamic learning commons with cutting-edge technologies, currently acting as facilitators of digital literacy and information access. Additionally, they encourage scholarly communication, digital heritage preservation, and open-access efforts. By providing specialized services like data management support and educational programs, modern libraries also act as centers for innovation and community involvement. They also collaborate with faculty and students to integrate information literacy into curriculum design.

5. METHODOLOGY

This study uses qualitative data collection techniques to investigate how teacher and student user satisfaction is affected by library resource consumption. To guarantee varied participation across all departments and academic levels, a total of 150 participants—90 faculty members and 60 students—were chosen by stratified random sampling. Respondents are emailed a Google Form questionnaire, and their responses are gathered. The frequency of accessing library resources, the kinds of resources used, and general satisfaction with library services were the main topics of data obtained using a structured survey research method. IBM SPSS V27 was used to evaluate the gathered data.

6. DATA ANALYSIS

6.1 Demography

Table-1 Demography

| Gender | | | | | |
|--------|-------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 90 | 60.0 | 60.0 | 60.0 |
| | Female | 60 | 40.0 | 40.0 | 100.0 |
| Age | | | | | |
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | <25 years | 44 | 29.3 | 29.3 | 29.3 |
| | 25-40 years | 54 | 36.0 | 36.0 | 65.3 |

| | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | 40-55 years | 22 | 14.7 | 14.7 | 80.0 |
| | above 55 years | 30 | 20.0 | 20.0 | 100.0 |
| What is your role at the institution? | | | | | |
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Faculty | 90 | 60.0 | 60.0 | 60.0 |
| | Student | 60 | 40.0 | 40.0 | 100.0 |
| How frequently do you visit the library? | | | | | |
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Daily | 14 | 9.3 | 9.3 | 9.3 |
| | Weekly | 27 | 18.0 | 18.0 | 27.3 |
| | Monthly | 25 | 16.7 | 16.7 | 44.0 |
| | Rarely | 56 | 37.3 | 37.3 | 81.3 |
| | Never | 28 | 18.7 | 18.7 | 100.0 |

Regarding the respondents' interactions with the institution's library, the survey data offers insights into their roles, demographics, and visitation habits. In terms of gender distribution, 40% of respondents identified as female and 60% as male. In terms of age demographics, the majority of respondents (36%) were between the ages of 25 and 40, followed by those over 55 (20%), those under 25 (29.3%), and those between the ages of 40 and 55 (14.7%). Regarding positions inside the organization, 40% identified as students and 60% as faculty. A varied trend was seen when asked how frequently they visited the library: 9.3% did so every day, 18% every week, and 16.7% every month. Remarkably, 18.7% said they never went to the library, and 37.3% said they did so infrequently.

6.2 Utilization of Library Resources :

Table 2 Utilization of Library Resources

| Statements | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|------------|------------|------------|----------------|
| I frequently use physical books from the library. | 51 (34.0%) | 46 (30.7%) | 25 (16.7%) | 15 (10.0%) | 13 (8.7%) |
| I frequently use digital resources (e-books, online databases) provided by the library. | 14 (9.3%) | 27 (18.0%) | 25 (16.7%) | 56 (37.3%) | 28 (18.7%) |
| I use the library's study spaces regularly. | 29 (19.3%) | 18 (12.0%) | 27 (18.0%) | 54 (36.0%) | 22 (14.7%) |
| I utilize the library's research assistance services. | 14 (9.3%) | 27 (18.0%) | 25 (16.7%) | 56 (37.3%) | 28 (18.7%) |

The poll finds that respondents use library services and resources in a variety of ways. With 64.7% of respondents strongly disagreeing or disagreeing with the assertion regarding frequent use, a sizable majority of respondents indicated low use of physical books from the library. On the other hand, 55.9% of respondents agreed or strongly agreed that they regularly use digital resources like e-books and online databases. 50.7% of respondents agreed or strongly agreed that they routinely use library study rooms, indicating a moderate degree of participation. “Similarly, there was considerable interest in the library's research assistance services, with 56.0% of respondents indicating agreement or strong agreement in utilizing these services.

6.3 Regression Analysis:

Table-3 Model Summary

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .644 ^a | .360 | .353 | 1.46578 |

| ANOVA ^a | | | | | | |
|--------------------|----------------|---------|-------------|--------|-------|-------------------|
| Model | Sum of Squares | df | Mean Square | F | Sig. | |
| 1 | Regression | 20.162 | 1 | 20.162 | 9.384 | .003 ^b |
| | Residual | 317.978 | 148 | 2.149 | | |
| | Total | 338.140 | 149 | | | |

a. Dependent Variable: The library's resources are relevant to my academic and research needs.

b. Predictors: (Constant), library resource utilization

With a correlation coefficient (R) of 0.644, the model summary reveals a poor link between library resource consumption and an outcome variable. With a coefficient of determination (R Square) of 0.360, library resource use accounts for

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roughly 36.0% of the variation in the outcome variable. This implies that although the outcome variable and library resource use have a statistically significant relationship, the model's capacity to forecast or explain the result is constrained.

The ANOVA table looks at the relationship between the perceived relevance of the library's resources to academic and research needs (the dependent variable) and library resource consumption (the predictor variable). With one degree of freedom for the regression and 148 degrees of freedom for the residual error, the regression sum of squares of 20.162 and the corresponding F-statistic of 9.384 demonstrate that the predictor variable (library resource utilization) significantly contributes to explaining the variability in the perceived relevance of library resources. The calculated p-value (0.003) indicates that this relationship is statistically significant at the conventional significance level of 0.05, suggesting that library resource utilization is a meaningful predictor of how relevant users perceive the library's resources to be in meeting their academic and research needs.

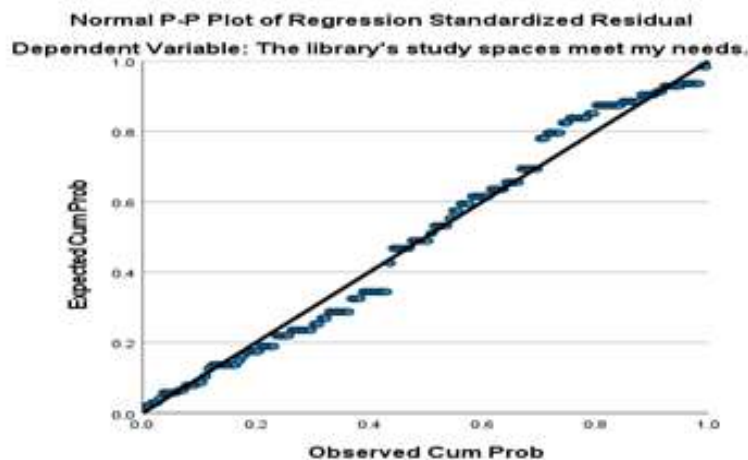


Fig-1

6.4 Correlation Analysis:

Table-4 Correlation Analysis:

| Correlations | | | | |
|---|---------------------|------------------------------|---|---|
| Variables | | Library resource utilization | The library's study spaces meet my needs. | The library's information literacy programs are beneficial. |
| Library resource utilization | Pearson Correlation | 1 | | |
| The library's study spaces meet my needs. | Pearson Correlation | .523** | 1 | |
| The library's information literacy programs are beneficial. | Pearson Correlation | .770** | .963** | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

Numerous important links between the variables are shown in the correlation matrix. First, there is a strong positive correlation ($r = 0.523$, $p < 0.01$) between the use of library resources and the perception that the study spaces meet users' needs. This suggests that people who use the resources more frequently also think the study spaces are better suited for their academic needs. Second, there is a moderately strong positive correlation ($r = 0.77$, $p < 0.01$) between the perceived benefits of the library's information literacy programs and the use of its resources, indicating that higher use of these resources is linked to a better understanding of their worth and usefulness. Furthermore, there is a strong positive correlation ($r = 0.963$, $p < 0.01$) between the perceived benefits of the library's information literacy programs and the adequacy of its study spaces. This suggests a complementary relationship in which users who are satisfied with the study spaces are more likely to find the literacy programs beneficial.

7. CONCLUSION

The study finds that although digital library services are highly valued by both staff and students, there are notable differences in the two groups' satisfaction levels and usage habits. Compared to traditional books, digital resources are

more widely used and well-received. Higher overall satisfaction is also correlated with frequent usage of library study areas and research support services. These results emphasize how crucial it is to improve digital offerings, maximize physical areas, and offer strong support services. Academic libraries may enhance resource usage and user satisfaction by attending to the unique needs and preferences of both teachers and students. This will eventually boost academic success and research output.

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