

From Collections to Connectivity: Students' Perceptions and Awareness of Academic Library Resources, Services, Systems, and Facilities at a Sri Lankan University

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ABSTRACT

This study was conducted as part of ongoing efforts to enhance service quality at a state university in Sri Lanka, focusing on students' perceptions of the library's services and resources. Understanding users' perspectives is essential to ensure that library services align with users' academic and informational needs. The study was conducted under the purview of the Library Quality Assurance Cell (LibQAC), with a specific focus on user services and feedback. The research employed a random sampling method, targeting both undergraduate and postgraduate students. Data were collected through self-administered questionnaires distributed via Google Forms, and the analysis was conducted using SPSS and Microsoft Excel. The survey examined five key areas: perceptions of the library information management system, electronic resources, physical and digital collections, library training programmes, and infrastructure facilities. Findings identified that students

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generally held a favourable view of the library's services and infrastructure. The library information management system and electronic resources, such as e-books and e-journals, were well received. However, awareness of the Institutional Repository and the International Monetary Fund collection was notably low. Similarly, students were satisfied with the physical collections and staff support, except for resources for visually impaired students, which require further development. The study also highlighted a need for improved promotional strategies for library training programmes and digital services, particularly the library website. The results underscore the importance of continuous user engagement, awareness initiatives, and system enhancements to ensure inclusive, accessible, and effective library services. The study provides actionable insights for library administrators seeking to strengthen the alignment of services with user expectations in a rapidly evolving academic environment.

Keywords: *Library services, academic libraries, student feedback, library quality assurance*

Introduction

The library provides services to a diverse user community, including undergraduate and postgraduate students, as well as academic and non-academic staff. Ensuring the consistent quality of these services is a priority. In alignment with the university's Internal Quality Assurance (IQA) framework, the library has established the Library Internal Quality Assurance Cell (LibQAC). User feedback surveys are conducted to understand students' experiences and perceptions of the library's services and to enhance their quality.

Understanding and addressing gaps between users' perceptions and the actual quality of library services is essential for effective service improvement. Devi and Bhatt (2024) conducted a study on library service quality to bridge the gap between user perceptions and improvement strategies. The study

emphasised that prioritising user feedback and implementing responsive measures can reduce perception gaps and enhance service quality. Understanding user perceptions is crucial for aligning library services with users' needs and expectations. It enables libraries to identify service gaps, evaluate the effectiveness of current practices, and make data-driven decisions for continuous improvement. Moreover, incorporating user feedback fosters a user-centred service culture, strengthens engagement, and enhances the overall academic experience by ensuring that library services remain relevant, accessible, and impactful for the academic user community.

Research Problem

Assessing the quality of service and user satisfaction in university libraries is essential for strategy development and implementation. The library needs to address the academic community's needs, optimise resource utilisation, and enhance the overall quality of library services. As part of efforts to ensure the quality of library services, incorporating students' perspectives was identified as a critical component for evaluating and enhancing service effectiveness. Accordingly, it is essential to assess students' perceptions of the library's services, as these insights are critical to improving the overall quality and effectiveness of its services.

Research Objectives

The main objective of the study was to identify students' perceptions of library services and resources. The following specific objectives were formulated for this study:

- To identify students' perceptions of the library information management system
- To identify students' perceptions of the library's electronic resources.
- To identify students' perceptions of the library collections.
- To identify students' awareness of the library training programmes.
- To identify students' perceptions of the library's infrastructure facilities

Literature Review

The quality of library resources, services, and facilities has long been recognised as a key determinant of users' perceptions and satisfaction with academic libraries. As digital technologies become more integrated into library operations, researchers have emphasised that students' experiences are shaped not only by the availability of information resources but also by the effectiveness of library management systems, electronic services, collections, user education programmes, and physical infrastructure.

Library Management Systems (LMS) form the technological backbone of modern academic libraries and significantly shape users' overall library experience. Elias and Lubua (2021) identified system usability, functionality, and reliability as primary determinants of user satisfaction, as they directly affect efficient access to library services. Likewise, Olowoporoku et al. (2024) found service quality to be a significant predictor of user satisfaction in their study of the Koha Library Management System in South-West Nigeria and emphasised the need for continuous staff training in Koha management, troubleshooting techniques, and best practices to enhance competency and service quality.

The growing dependence on electronic information resources has further transformed users' expectations of academic libraries. Mirza and Mahmood (2012) evaluated the effectiveness of electronic resources and services in Pakistani university libraries and reported that users were generally satisfied with their availability and effectiveness. However, studies conducted in the Sri Lankan context reveal that while users appreciate access to subscribed electronic resources, several barriers continue to limit their effective utilisation. Sritharan (2018), in an evaluation of user satisfaction with electronic information resources and services at the Postgraduate Institute of Medicine Library, University of Colombo, found that students were generally satisfied with internet facilities and subscribed to electronic journals. Nevertheless, inadequate training, limited time available to access electronic journals within the library, and the absence of remote access to subscribed

resources emerged as major constraints on resource utilisation.

Related studies (Nadiri & Mayboudi, 2010; Rehman, 2012) examined university library service quality and user satisfaction using established service-quality frameworks.

In addition to digital resources, the adequacy and relevance of library collections remain fundamental to library service quality. Sivathaasan (2013) demonstrated that the quality and availability of library collections significantly influence user satisfaction among university students, showing that well-developed collections continue to support teaching, learning, and research and serve as an essential indicator of academic library effectiveness. User education programmes also play a critical role in helping students make effective use of library resources and services. Joseph et al. (2024) reported relatively low satisfaction with current awareness and library orientation programmes offered by university libraries, indicating a need to redesign these programmes to better address students' information needs and to improve awareness of available resources and services.

Bolatimi and Bolatimi (2025) investigated student satisfaction with university facilities and services and its impact on academic performance: a study in higher education. This study found that teaching methods, classroom environments, and library facilities significantly affect students' academic performance. It recommends that universities improve these areas by adopting interactive teaching practices, creating comfortable learning spaces, and maintaining well-equipped libraries to enhance the overall learning experience and support student success.

Mamacos et al. (2026) highlighted gaps between the current state of library services and the ideal standards required to support university students' learning needs. It emphasizes the need to improve infrastructure, resources, customer services, and continuous modernization to meet national and global standards and address the demands of 21st-century learners.

Wijayasundara and Amaratunaga (2025) evaluated users' perceptions of the University of Sri Jayewardenepura Library, focusing on its physical

environment, services, and staff following major developments over the past decade. Findings from the 2020 Baseline Survey and the 2025 Focus Group revealed consistently positive perceptions, indicating that improvements in services, infrastructure, and technology have successfully met users' expectations.

Hindagolla (2021), in a study of undergraduates' satisfaction with library resources and services at the Science Library, University of Peradeniya, found that undergraduates of the University of Peradeniya Faculty of Science Library were generally satisfied with the library's resources, services, and staff, especially its book collections and lending services. However, improvements are needed in e-resources, online services, computer facilities, Wi-Fi access, and user awareness programs to further enhance student satisfaction.

Amarasekara and Marasinghe (2020) found that users were generally satisfied with the library staff, services, resources, facilities, and website, with the highest satisfaction reported for staff performance and helpfulness. The study recommended improving user awareness programmes, digital resources, Wi-Fi, online services, and access to audiovisual materials to better meet users' information needs and enhance overall satisfaction.

Collectively, the existing literature shows that user satisfaction with academic libraries is a multidimensional construct shaped by technological systems, electronic resources, library collections, and user education initiatives. Although previous studies have examined these factors individually, relatively few have taken a comprehensive approach that simultaneously assesses students' perceptions of library management systems, electronic resources, collections, training programmes, and physical infrastructure within a single institutional context. Furthermore, there is limited empirical evidence from Sri Lankan universities on these dimensions considered together. Therefore, the present study seeks to address this gap by providing a comprehensive analysis of students' perceptions of academic library resources, services, and facilities at a Sri Lankan university.

Research Method

The target population for this study consisted of students who used the library at the University of Colombo, Sri Lanka, including undergraduates and postgraduates. A random sampling method was employed, and Krejcie and Morgan (1970) guidelines were used to determine a sample size of 375 students from the population of 15,344. Data were collected primarily through self-administered questionnaires. The survey was conducted as a web-based survey using Google Forms, which was disseminated via the university email system and through the Library Learning Management System (LMS) over three months, from December 2024 to February 2025. Descriptive and inferential statistical methods were used to analyse the data. SPSS version 22 and Microsoft Excel were used for data analysis and visualisation.

Results

Among the sample of 375 students, 162 responded to the questionnaire. The study's response rate was 43%. The response rate may have been affected by university holidays and vacation periods that coincided with the data-collection phase. The study achieved a response rate of 43%, which compares favourably with rates commonly reported for web-based surveys. These types of surveys usually have lower response rates than other methods. Fan and Yan (2010), using a meta-analysis by Manfreda et al. (2008) of 45 studies, found that web surveys typically have about an 11% lower response rate than other survey types. Other research has also found low response rates for web-based surveys, especially in educational and institutional settings (Porter et al., 2004; Fan & Yan, 2010). Accordingly, the 43% response rate compares well with rates commonly reported for web-based surveys. Respondents came from all faculties and academic years included in the study, so the sample represents a broad cross-section of the student population. While the response rate does not rule out the chance of non-response bias, the broad distribution of respondents provides useful coverage of the student population.

According to the findings, Figure 1 shows the distribution of survey

respondents across the study's faculties. The Faculty of Law accounted for the largest share of responses (48%), followed by the Faculty of Arts (22%) and the Faculty of Management & Finance (19%). This higher level of participation reflects greater representation of students from these faculties in the survey. In contrast, the Faculty of Education and the Faculty of Graduate Studies had lower representation in the survey.

Figure 1

Faculty-wise distribution of respondents

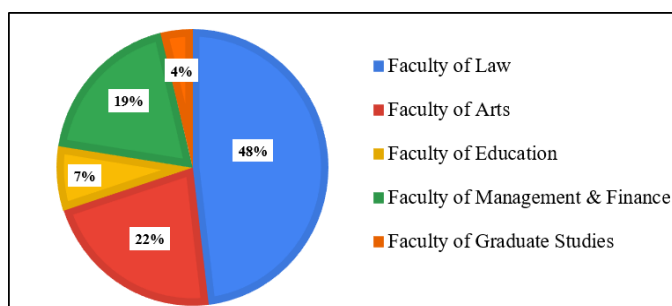


Figure 2 illustrates the academic year-wise distribution of respondents. Accordingly, the largest proportions of respondents were first-year students (36%), followed by second-year students (22%) and Master's (postgraduate) students (18%). Third-year (10%) and fourth-year (12%) undergraduates were less represented in the survey.

Figure 2

Academic year-wise distribution of respondents

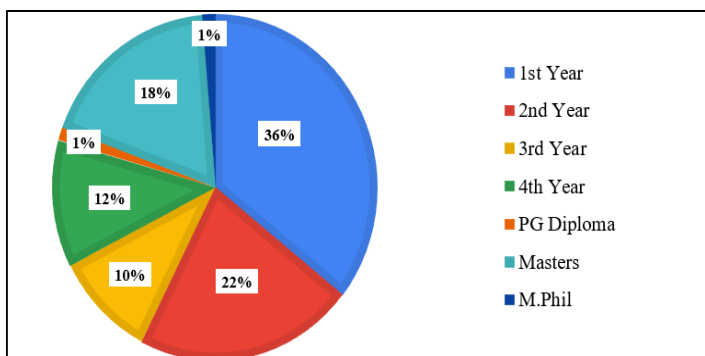
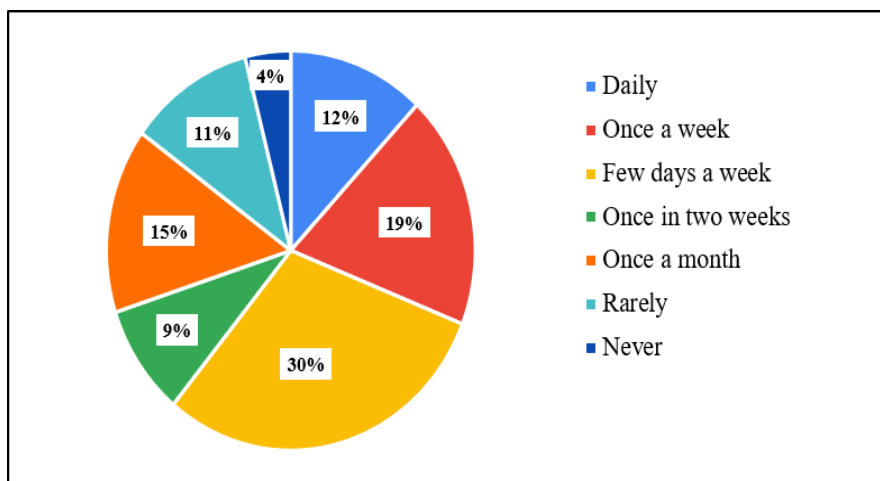


Figure 3 shows the frequency of library visits among respondents. Responses indicate varying levels of engagement, shaped by academic needs, year of study, and personal study habits. The majority of respondents reported visiting the library a few days a week (30%) or once a week (19%). A smaller proportion reported visiting infrequently (11%) or never (4%). These patterns may be associated with preferences for online study resources, awareness of available library services, or perceptions of the library's collections.

Figure 3

Frequency of library visits



Library information management system

The first objective of the study was to identify students' perceptions of the library information management system. Students were asked to indicate their level of agreement with statements about their perceptions of the system. A five-point Likert scale was used to assess students' perceptions, with the following categories: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The mean value range was derived as follows: 1 to 1.80 denotes "Strongly Disagree"; 1.81 to 2.60 denotes "Disagree"; 2.61 to 3.40 denotes "Neither Agree nor Disagree"; 3.41 to 4.20 denotes "Agree"; 4.21 to 5.00 denotes "Strongly Agree".

To evaluate students' perceptions of the library information management system, an internal consistency reliability analysis was conducted on the seven statements. As per Table 1, the Cronbach's alpha was 0.931, exceeding the commonly accepted threshold of 0.70 and indicating excellent internal consistency among the seven statements.

Table 1

Reliability Statistics

Cronbach's Alpha	N of Items
.931	7

Source: Output of SPSS analysis of survey data, 2025

As shown in Table 2, descriptive statistics indicated an overall mean perception score of 3.74, exceeding the midpoint of 3.00 and suggesting a favourable perception of the library information management system.

Table 2

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Students' perception of the library information management system	155	1.00	5.00	3.7373	.63960
Valid N (list wise)	155				

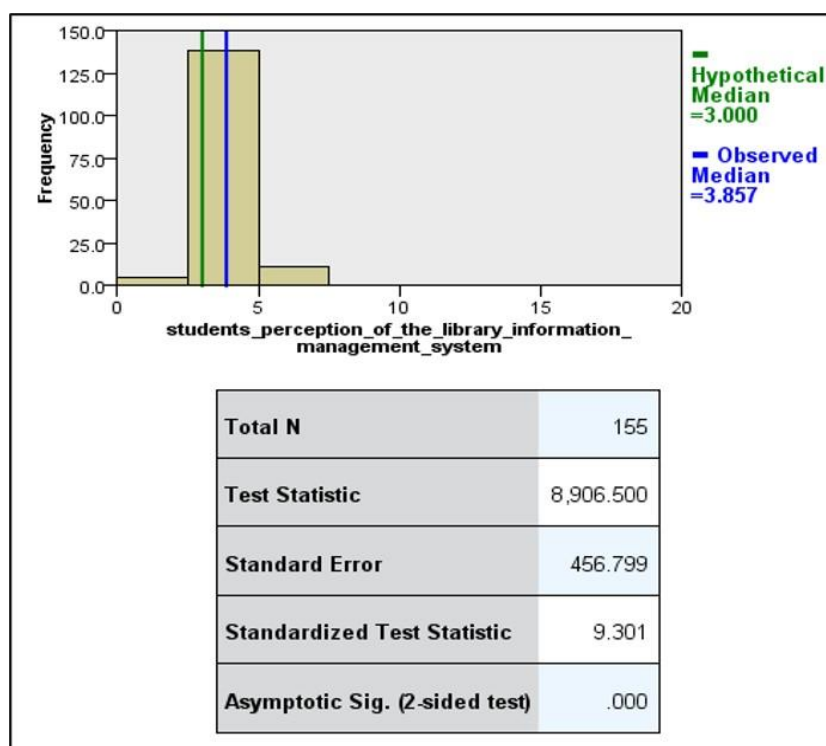
Source: Output of SPSS analysis of survey data, 2025

A One-Sample Wilcoxon Signed-Rank test was performed to evaluate whether the median student perception significantly differed from a neutral midpoint response (hypothetical median = 3.00). As shown in Figure 4, there is a statistically significant deviation from neutrality, with an observed median

of 3.86, substantially higher than the neutral baseline of 3.00. It can be concluded that students hold a significantly favourable perception of the library information management system.

Figure 4

One-Sample Wilcoxon Signed-Rank test



Source: Output of SPSS analysis of survey data, 2025

As shown in Table 3, students agree with all statements regarding their perception of the library information management system. The statement “It is easy to select a book from the catalogue” had the highest mean score, 3.83. The second-highest mean score was 3.80 for the statement “It is easy to understand the details of the books/journals given by the library catalogue.” The results reveal that most students have a favourable perception of the library information management system. Overall, the item-level findings indicate favourable perceptions of the library information management system.

Table 3

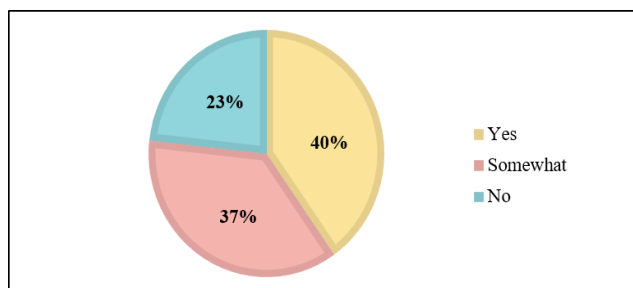
The mean values of students' perception of the library information management system

S.N.	Statement	Mean	Std. Deviation	Decision
01	It is easy to select a journal from the catalogue	3.67	0.77	Agree
02	It provides accurate details of what I am searching for	3.72	0.76	Agree
03	It is easy to select a book from the catalogue	3.83	0.76	Agree
04	It is easy to access the catalogue remotely	3.66	0.78	Agree
05	Accessing the library catalogue through the library website is easy	3.81	0.75	Agree
06	It is easy to understand the instructions to reserve a book	3.68	0.81	Agree
07	It is easy to understand the details of the books/journals given by the library catalogue	3.80	0.72	Agree

Figure 5 illustrates users' awareness of searching for a book using the library information management system and of locating it on the shelf. The majority of students (40%) were fully aware of and actively used the system, while 37% were somewhat aware of or used it occasionally. However, 23% indicated they were not aware of or did not use the system at all. These results suggest that although a significant portion of users were engaged with the system, there remains considerable room for improvement in promoting awareness and increasing active utilisation. Efforts such as targeted awareness campaigns, user training sessions, and usability enhancements could help bridge the gap and encourage broader adoption.

Figure 5

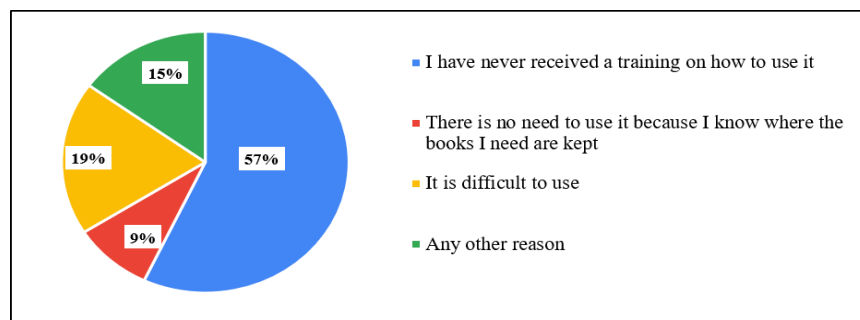
User awareness and utilisation of the library information management system



Students who reported a lack of awareness of the library information management system were further asked to explain the reasons. Figure 6 presents a breakdown of the factors behind this unawareness. The responses reveal several key reasons for non-use or limited use of the system. A significant number of students reported not having received any formal training on how to use the system (57%), underscoring the need for structured orientation programmes or user guidance initiatives. Some respondents stated they did not perceive a need to use the library information management system (9%), as they were already familiar with the physical locations of the required materials, reflecting a preference for traditional browsing methods. Others reported difficulties navigating the system (19%), suggesting potential issues with usability or interface design.

Figure 6

Factors contributing to the unawareness of using the library information management system

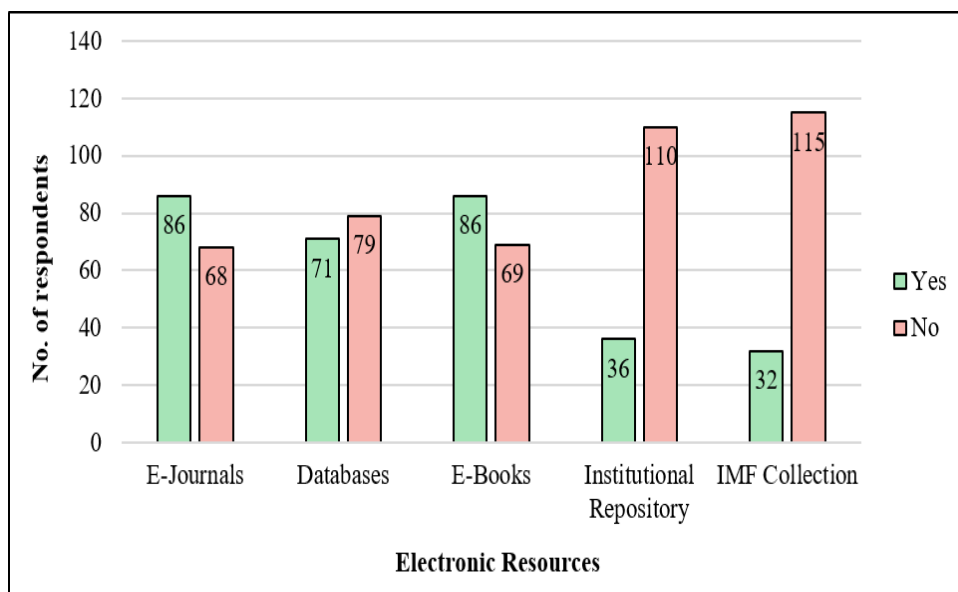


Library Electronic Resources

The second objective of the study was to identify students' perceptions of the library's electronic resources. Figure 7 presents data on respondents' use of the library's electronic resources, including e-journals, e-books, online databases, the institutional repository, and the International Monetary Fund (IMF) collection. The majority of respondents (115) reported not using the IMF collection, followed by a substantial number (110) who reported not accessing the institutional repository. In contrast, a notable proportion of respondents (86) reported using the library's e-books and e-journals, indicating comparatively higher engagement with these digital resources.

Figure 7

Usage of the library's electronic resources



Respondents who reported not using the library's electronic resources were asked to explain why. Figure 8 shows the factors affecting non-use of the library's electronic resources. Non-use due to unawareness of how to use them was high for Databases and the IMF collection (24%). Lack of connectivity was reported most frequently for the Institutional Repository (23%). Students did not use e-books primarily because they lacked time (25%). Respondents

indicated that Databases (24%) and the Institutional Repository (24%) were reported as not providing the information needed. Difficulty in finding information was reported most frequently for Databases (32%).

The majority reported being unaware of the existence and availability of the institutional repository and the IMF collection in the library.

Figure 8

Factors contributing to non-usage of the library's electronic resources

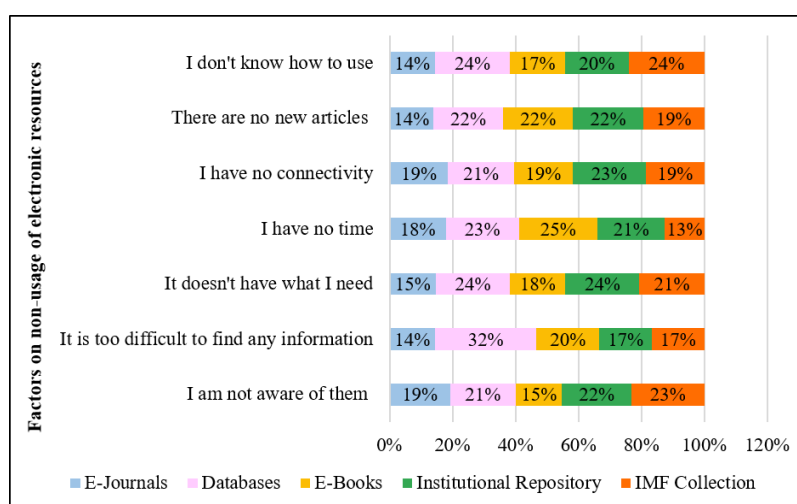


Table 4 presents the mean ratings of students' satisfaction with the library's electronic resources.

As shown in Table 4, respondents reported a satisfactory level of satisfaction with the library's e-journals (mean 3.56), Databases (mean 3.46), and e-books (mean 3.50). However, satisfaction with the Institutional Repository (mean 3.35) and the IMF collection (mean 3.30) was more neutral, suggesting a potential need to increase awareness, accessibility, or relevance of these resource.

Table 4

The mean ratings of students' satisfaction with the library's electronic resources

S.N.	Electronic resources	Mean	Std. Deviation	Decision
01	E- Journals	3.56	0.90	Satisfied
02	Databases	3.46	0.88	Satisfied
03	E- Books	3.50	0.84	Satisfied
04	Institutional Repository	3.35	0.79	Neutral
05	IMF collection	3.30	0.76	Neutral

Note. Mean-score interpretation: 1.00–1.80 = Very Unsatisfied; 1.81–2.60 = Unsatisfied; 2.61–3.40 = Neutral/Neither Satisfied nor Unsatisfied; 3.41–4.20 = Satisfied; 4.21–5.00 = Very Satisfied. The same interpretation was applied to subsequent satisfaction tables.

According to Table 5, the mean rating for the overall perception of the library's electronic resources is 3.43, exceeding the midpoint of 3.00 and indicating a favourable perception among respondents.

Table 5
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Overall Perception of Electronic Resources	162	1.00	5.00	3.4333	.73772
Valid N (listwise)	162				

Source: Output of SPSS analysis of survey data, 2025

Library Collections

The third objective of the study was to identify students' perceptions of the library collections. The library's collections were Lending, Reference, Periodicals, Scholars' Corner, Sri Lankan collection, Rare collection,

Resource collection for the visually impaired students, Institutional Repository, Past paper collection (print), and Past paper collection (online). Students' perceptions of the book collections and the support provided by library staff for each collection were measured.

Table 6

The mean ratings of students' satisfaction with the library's collections

S.N.	Library Collections	Mean	Std. Deviation	Decision
01	Lending	3.85	1.16	Satisfied
02	Reference	3.88	1.12	Satisfied
03	Periodicals	3.31	1.46	Neither Satisfied nor Unsatisfied
04	Scholars' Corner	3.40	1.48	Neither Satisfied nor Unsatisfied
05	Sri Lankan collection	3.51	1.39	Satisfied
06	Rare collection	3.40	1.43	Neither Satisfied nor Unsatisfied
07	Resource collection for visually impaired students	3.09	1.68	Neither Satisfied nor Unsatisfied
08	Institutional Repository	3.32	1.43	Neither Satisfied nor Unsatisfied
09	Past paper collection (print)	3.54	1.34	Satisfied
10	Past paper collection (online)	3.57	1.36	Satisfied

Table 6 presents the mean ratings of students' satisfaction with the library's collections. The findings indicate that students are satisfied with the Lending, Reference, Sri Lankan, and Past paper collections (Print and Online). In contrast, satisfaction levels were more neutral for the Periodicals collection, Scholars' Corner, Rare collection, the resource collection for visually impaired, and the Institutional Repository. These results suggest potential areas for further development or targeted user-engagement efforts.

As shown in Table 7, the mean rating for the overall perception of the library collection is 3.49, which exceeds the midpoint of 3.00, indicating a favourable perception among respondents of the library's collections.

Table 7

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Overall Perception on Library Collections	162	.00	5.00	3.4883	1.16221
Valid N (list wise)	162				

Source: Output of SPSS analysis of survey data, 2025

The study also examined the level of support provided by library staff across the various collections, with the aim of assessing students' satisfaction with the quality of staff services associated with each collection. Table 8 presents the mean ratings reflecting students' satisfaction with the support provided by library staff across the various collections.

Most students were satisfied with the support provided by library staff across the various collections. However, satisfaction with staff support at the periodical collections, Scholars' Corner, Resource collection for visually impaired students, and the Institutional Repository was neutral, indicating a potential area for service enhancement.

Table 8

The mean ratings of students' satisfaction with the library's staff support

S.N.	Library Collections	Mean	Std. Deviation	Decision
01	Lending	3.82	1.24	Satisfied
02	Reference	3.78	1.20	Satisfied
03	Periodicals	3.37	1.49	Neither Satisfied nor Unsatisfied
04	Scholars' Corner	3.38	1.48	Neither Satisfied nor Unsatisfied
05	Sri Lankan collection	3.57	1.34	Satisfied
06	Rare collection	3.44	1.42	Satisfied
07	Resource collection for visually impaired students	3.20	1.56	Neither Satisfied nor Unsatisfied
08	Institutional Repository	3.37	1.49	Neither Satisfied nor Unsatisfied
09	Past paper collection (print)	3.62	1.31	Satisfied
10	Past paper collection (online)	3.58	1.29	Satisfied

Support, with a mean of 3.51, which exceeds the midpoint of 3.00. Overall, students had a favourable perception of the staff support provided across the library collections.

Table 9

Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
Overall_Perception_ on_Library_Staff_S upport	162	.00	5.00	3.5148	1.19872
Valid N (listwise)	162				

Source: Output of SPSS analysis of survey data, 2025

Library Training and Engagement Programmes

The fourth objective of the study was to assess students' awareness of the library's training programmes. The survey examined awareness of the library orientation programme and, separately, the Human Library programme, which serves as an engagement initiative.

Figure 9 presents data on users' awareness of the library's orientation programmes. A majority of respondents (56%) reported being aware of and having attended the programmes. This suggests that more than half of the surveyed student population had been introduced to the library's services, resources, and facilities through formal orientation. However, 29% of respondents reported not having participated in the programme, while an additional 16% stated they were unaware of its existence. These findings point to a gap in communication or outreach, highlighting the need to strengthen promotional strategies and ensure that all students, particularly new entrants, are informed about and encouraged to attend the library orientation sessions.

Figure 9

User awareness of library orientation programmes

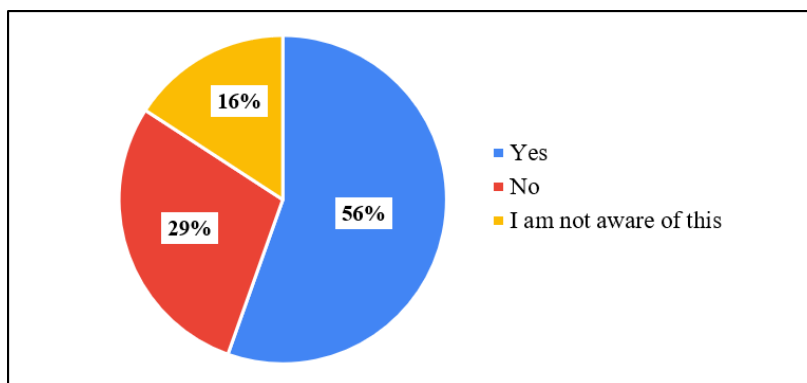
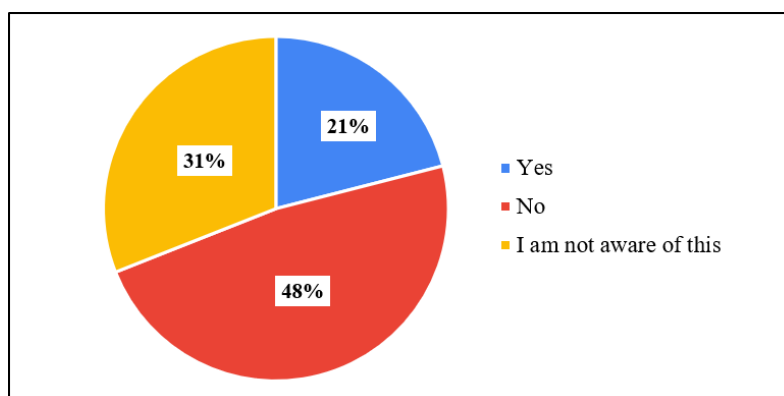


Figure 10 illustrates user awareness of the library's Human Library programme. Only 21% of respondents reported being aware of this programme, while 48% said they had not heard of them. Additionally, 31% of students reported being entirely unaware of this initiative. These results suggest that, despite its potential to foster dialogue, empathy, and experiential learning, the Human Library programme remains relatively under-recognised among the student community. The high percentage of students who lack awareness underscores the need for enhanced promotional efforts and broader outreach strategies to increase participation and engagement with this innovative library service.

Figure 10

User awareness of the Human Library programme



Library's Infrastructure Facilities

The fifth objective of the study was to identify students' perceptions of the library's infrastructure and facilities. To achieve this objective, the survey focused on two key areas: first, assessing students' perceptions of the library's infrastructure and facilities available to them; and second, evaluating students' awareness of the library's website.

Table 10

The mean ratings of the students' satisfaction with the library's infrastructure facilities

S.N.	Library infrastructure facility	Mean	Std. Deviation	Decision
01	The touch screen in the lobby area	3.44	1.32	Satisfied
02	The touch screen in the learning common area	3.32	1.42	Neither Satisfied nor Unsatisfied
03	Smart Classroom	3.19	1.57	Neither Satisfied nor Unsatisfied
04	Computers	3.75	1.15	Satisfied
05	Learning Commons	3.58	1.27	Satisfied
06	Silent reading areas	3.89	1.06	Satisfied
07	Photocopy service	3.75	1.10	Satisfied
08	Any other (washrooms, water, electricity)	3.53	1.29	Satisfied

Table 10 presents students' satisfaction with the library's infrastructure. As shown in Table 10, students reported a high level of satisfaction with several aspects of the library's infrastructure. The most positively rated facilities included the silent reading areas (mean = 3.89), computers (mean = 3.75), photocopying service (mean = 3.75), learning commons (mean = 3.58), general amenities such as water, electricity, and washrooms (mean = 3.53), and the touch screen in the lobby area (mean = 3.44). In contrast, satisfaction levels were more neutral for the touch screen in the learning commons area (mean = 3.32) and the smart classroom facility (mean = 3.19), indicating areas where further improvements or user support may be needed.

According to Table 11, the mean rating for the overall perception of the library's infrastructure facilities is 3.56, exceeding the midpoint of 3.00 and indicating a favourable perception among respondents.

Table 11

Descriptive Statistics

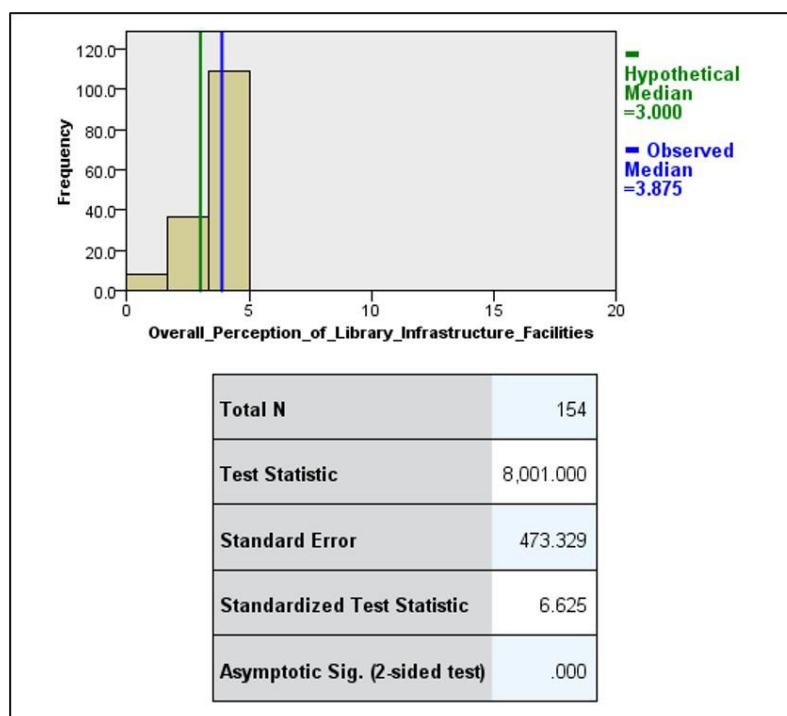
	N	Minimum	Maximum	Mean	Std. Deviation
Overall_Perception_of_ Library_Infrastructure_F acilities	154	.00	5.00	3.5584	1.00043
Valid N (listwise)	154				

Source: Output of SPSS analysis of survey data, 2025

A One-Sample Wilcoxon Signed-Rank test was performed to evaluate whether the median student perception significantly differed from a neutral midpoint response (hypothetical median = 3.000). As shown in Figure 11, there is a statistically significant deviation from neutrality, with an Observed Median of 3.875, substantially higher than the neutral baseline of 3.000. It can be concluded that students hold a significantly favourable perception of the library's infrastructure facilities.

Figure 11

One-Sample Wilcoxon Signed-Rank Test



Source: Output of SPSS analysis of survey data, 2025

The second key area of this objective was to assess users' awareness of the library's website. Figure 12 shows how often students access the library's website. The results indicate varied engagement levels among respondents. A significant portion of students (23%) reported accessing the library website only rarely, while 20% reported visiting the site once a week. Another 17% accessed it once every two weeks, and 15% reported using the website several times per week. In contrast, daily users accounted for only 6% of respondents, matching the proportion who reported never accessing the website (6%). Additionally, 13% of students reported visiting the site once a month.

These findings suggest that while a notable segment of the student population engages with the library website on a weekly or bi-weekly basis, a considerable number of students either access it infrequently or not at all. This indicates a potential need for increased awareness, user training, and

promotion of the library website's features and digital services to enhance its utilisation.

Figure 12

Frequency of accessing the library website

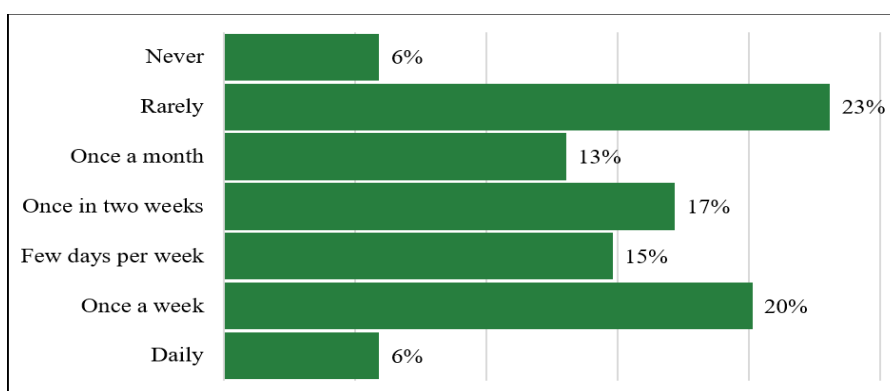
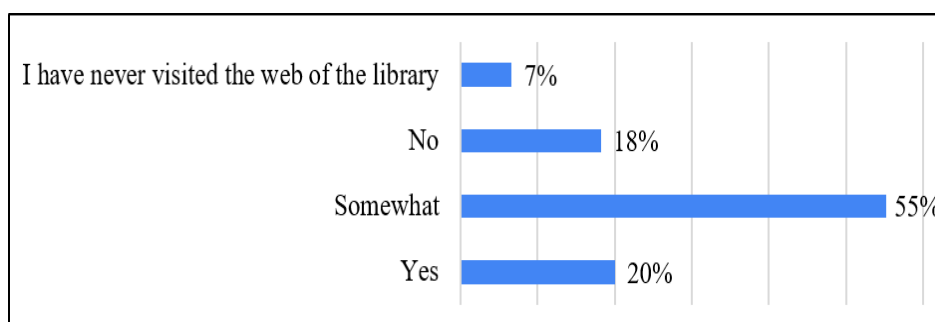


Figure 13 illustrates students' perceptions of the adequacy of information on the library's website. A majority of respondents (55%) indicated that they "somewhat" find the information they need, suggesting that while the website is partially effective in meeting user needs, there is room for improvement in clarity, organisation, or content coverage. Only 20% of students reported that the website fully meets their informational needs, whereas 18% stated that they do not find the necessary information on the site. Additionally, 7% of respondents reported never having visited the library website.

Figure 13

Perceived adequacy of information on the library website



These findings suggest a need to enhance both the usability and comprehensiveness of the library website. Improved navigation, clearer content structure, and better promotion of available resources could contribute to higher user satisfaction and more consistent engagement.

Conclusion and Recommendations

The results indicate that the majority of students had a favourable view of the library information management system. While a substantial number of users actively engage with the system, the findings also highlight a notable gap in awareness and familiarity among certain user groups. Initiatives such as targeted awareness training sessions and improvements to system usability could help bridge the gap and encourage broader adoption of the library information management system.

The findings indicate that students generally held a favourable view of the library's electronic resources, particularly e-books, e-journals, and databases. However, a significant number of students were unaware of the availability and use of the Institutional Repository and the IMF collection. This highlights the need for greater awareness and promotional efforts to ensure that all electronic resources are effectively utilised and integrated into the academic experience.

Overall, students held a favourable view of the library's collections and the support provided by library staff. However, the findings indicate that further development is needed in specific areas, particularly the collection for visually impaired users and the Institutional Repository, to ensure inclusivity and enhance resource accessibility for all user groups.

Findings underscore the need for enhanced promotional strategies for library training programmes to ensure that all students are adequately informed about the library resources and services available to them.

Furthermore, the study reveals that students are generally satisfied with the library's infrastructure. However, the findings also suggest a need to enhance the library website's usability and comprehensiveness. Improvements

in these areas are likely to increase user satisfaction and promote more consistent engagement with the library's digital services.

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