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Faculty and students' perceptions toward Islamic and law information resources and services

Abstract

The purpose of this study was to investigate and understand the perceptions of faculty members and students toward Islamic and law information resources and services. The paper explored the perceptions of respondents' toward library buildings and facilities, availability of references, provision of reference services, and digital information resources and services. A survey questionnaire was used for data collection. Respondents expressed positive perceptions toward the provision of Islamic and law information resources and services. The findings of the study supported two of the eight hypotheses and suggested the impact of respondents' status on the perceived library buildings and facilities, and perceived reference services. Interestingly, gender analysis suggested no relationship with the perceived library buildings and facilities, perceived references, perceived reference services, and perceived digital resources and services.

Keywords: faculty members, students, Islamic library, law library, digital information resources and services, perception

Introduction

Academic libraries have vital roles and contributions to the achievements of academic institutions. They do that through continuous support of teaching, learning, and research activities of academic programs offered by academic institutions. The nature of these supports depends largely on the quality and quantity of print and digital resources and services provided to the academic programs. The resources include books, journals, theses, and multimedia, while services include public services, circulation services, and information literacy provided physically or through digital resources and tools to faculty members and students.

In the Middle East, most of the academic institutions offer Islamic and law programs in Arabic or English. Libraries of these institutions are expected to be equipped with sufficient print and digital Islamic and law information resources and services to meet users' information needs and to ensure that they support teaching, learning, and research activities. For instance, in March 2021, a monthly report of the AAU library indicated the availability of 32,800 print and digital resources such as books, journals, and theses for Islamic and law courses.

Assessment and evaluation of information resources and services are important for understanding library effectiveness and efficiencies and improving library resources and services

(Masrek and Gaskin, 2016). Prior studies have used users' attitudes and perceptions to assess and evaluate the effectiveness and efficiency of information resources and services (Bagudu and Sadiq, 2013; Khan et al., 2014). Moreover, most of the studies reporting the assessment and evaluation of Islamic and law collections have been conducted in Western countries (Vondruska, 2018; Cheney, 2020) and non-Arab countries (Abazari and Isfandyari-Moghaddam, 2010; Asnawi and Setyaningsih, 2020). Unfortunately, we could not identify a single dedicated research publication on Islamic and law information resources and services in the Arab countries. This indicates an important gap in awareness and publications about Islamic and law libraries in the Arab world. There is a need to report about Islamic and law libraries in the Arab countries. This is because Arab countries contain sacred places and invaluable references for Islam and Muslims.

The current case study is an attempt to understand faculty and students perceptions toward Islamic and law information resources and services provided by the AAU library. The paper presents respondents perceptions toward library buildings and facilities, references and reference services, and digital information resources and services. The findings of the study should help us to understand how faculty members and students perceive the availability of Islamic and law references, reference services, and digital resources and services in the library? Results of the study may contribute to the awareness and research publications on Islamic and law libraries in the Arab world. Moreover, library managers and directors may use this paper as a reference in assessing and evaluating Islamic and law library resources and services in the Arab world. Likewise, the paper could be one of the first study reporting about Islamic and law library in the Arab world.

Literature Review

Islamic library

The foundation of Islamic libraries started with the existence of Muslim society. Since then, Islamic libraries have evolved from mosque libraries to university libraries (Laugu, 2005). These libraries contributed and continue to contribute to the spread of Islam, Islamic and Arabic teaching and learning (Ansorge, 2016). Therefore, prior studies have assessed and evaluated a variety of Islamic libraries' resources and services from a variety of geographical locations (Haron, 2001; Rahman, 2005; Wani and Maqbol, 2012; Asnawi and Setyaningsih, 2020).

In a case study, Haron (2001) underlined the philosophical foundations of Islamic libraries. Besides, the author described the importance of personal and community libraries in South Africa. According to him, these libraries played a significant role in shaping the religious and cultural identity of Muslim communities. Rahman (2005) assessed the quality of an Islamic library collection using the standard of the Association of College and Research Libraries (ACRL). Findings of studies showed that the evaluated library achieved the second level of the standard. The author believed that collection evaluation and assessment contribute to the improvement of library resources and the improvement of teaching and learning activities. In a paper presented at the World Congress of Muslim Librarian and Information Scientists, Islam et al. (2008)

reported insufficient Islamic libraries in Bangladesh. The authors suggested networking and resource sharing among the existing Islamic libraries to increase the use of Islamic information resources and services.

At least, three important studies have been reported by Idrees and Mahmoud (2009; 2010; 2012) on the issues related to the classification of Islamic collections. In the first study (Idrees and Mahmoud, 2009), the authors investigated the perceptions of participants toward the classification of Islamic literature. Findings of the studies indicated dissatisfaction of participants with the classification of Islamic literature. To improve users' satisfaction, the authors proposed amendments and expansions in standard classification schemes, devising an independent and comprehensive scheme for Islam, and reviewing indigenous systems. In the second study (Idrees and Mahmoud, 2010), the authors review Islamic literature and also conducted an interview about Islamic collections in Pakistan. Results of the study indicated a lack of a proper classification of Islamic topics, a lack of standard or uniform practices in classifying Islamic literature, and a lack of coordination and research sharing among Islamic libraries. Similarly, in the third study (Idrees, 2012), the author investigated the issue of classification of Islamic literature of thirty libraries in eight countries. Findings of the study revealed many problems such as lack of space for Islamic literature in standard classification systems, new and emerging topics are not found in the standard systems and lack of comprehensive coverage for Islam in the standard systems. The author presented potential solutions to these problems.

In a feasibility study, Abazari and Isfandyari-Moghaddam (2010) evaluated information resources, budget, human resources and facilities of 123 Islamic centres in Iran. The findings indicated a lack of professionals, lack of in-service training, lack of financial and facilities, lack of access to the resources of other centres and the absence of fast exchange of information in the centres. The authors believe that these issues could be solved through cooperation and networking among Islamic centres. As pointed by Mamat (2013), to be more effective, Islamic libraries need librarians who are proficient in the Arabic language and experts in Islamic studies.

Law library

Like Islamic libraries, the assessment and evaluation of law libraries have attracted the intention of many researchers (Kenney, 2001; Most, 2002; Sims, 2004). A study by Egan (2005) suggested the impact of digital resources on law interlibrary loan services. The author believed that the decline in law interlibrary loan services could be an opportunity for librarians to improve reference services and acquire new skills. In a similar study about law faculty's interlibrary loans, Burchfield and Garewal (2009) reported a lack of sufficient collections and recommend collection development to support international law and health law collections. An important article by Zopfi-Jordan (2012) highlighted important issues related to the interlibrary loan process for references cited in legal articles.

Fang and Crawford (2008) measured the usability of the law library catalogue using a Web analytic approach. The findings provided remarkable insight into the search behaviour of users

with a suggestion to improve the user's search experience with an online catalogue. In an empirical analysis, Butler (2012) reviewed the web pages of 199 law libraries to understand how these libraries promote and market law resources and services to faculty members. The findings of the study showed that law libraries are equipped with essential resources and tools that support teaching, research, and publishing activities for faculty members. The author believes that law libraries should provide multiple avenues for advertising and communicating library services. As she pointed out, advertising and communication increase library usage while contributing to the mission and vision of the parent institution.

As recommended by Davidson and Matheson (2008), to provide effective information resources and services, law librarians should participate in service trends outside the library setting, do more research on legal scholarship and reference services, and expand interlibrary lending. In line with these recommendations, Kochkina (2013) reported the experience of McGill University Law library in selecting and acquiring law collections. According to the author, the library used blanket orders, standing orders, WorldCat, acquisition lists, and firm orders for collection development. In a similar study, Brown (2014) reported the UK experience in outsourcing law firm libraries to commercial law library and legal research services. The participants believed that outsourcing help law libraries to improve the productivity and efficiency, to provide flexible and scalable workforce, to have access to specialist research skills, and to extend operation hours for library services. From the developing countries, French (2018) also reported the experience of developing a law library in Eriteria.

Recent studies include a report by Uhl (2019) in which the author discussed how and when to use evaluation tools in law libraries. Likewise, a study by Schwartz and Kimball (2019) described how a law library integrated the Internet into the daily workflow, using e-mail, FTP, and the World Wide Web. Similarly, an impotent article by Cheney (2020) highlighted the challenges that hearing-impaired law library patrons may face when using the law library and its resources, and how to maximize the accessibility for these users.

Digital Library

Libraries, at least, in the developed countries started the provision of digital information resources and services in the mid of 1990s (Candela et al., 2010). However, in the 21st Century, the progress of libraries largely depend on the provision of clear and effective digital library information resources and services (Kuny and Cleveland 1998). Prior studies have used a variety of methods and tools to assess and evaluate the provision of digital information resources and services (Hodges, 2002; Martens, 2013; Sadmohammadi and Sarmadi, 2015). The methods and tools vary on the consideration of digital library technology, digital contents and services, and digital library users and uses (Fuhr et al., 2001).

In an attempt to explain approaches, issues, and considerations of assessing digital library services, Bertot (2004) identified outputs assessment, performance measures, service quality, and outcomes assessment as a key evaluation framework for assessing digital library resources

and services. Chowdhury (2010) used an approach of a literature review to identify the commonalities of research in digital libraries and digital preservation. Findings of the study indicated that both contents have similar challenges related to capturing, storing, and using information resources and services. In a case study, Sheeja (2010) used a questionnaire to measure the perceptions of students toward the digital library. The study showed that students were using the digital library for learning, obtaining previous exam papers, and generally satisfied with digital library resources and services. Similar findings are reported by Bagudu and Sadiq (2013).

Khan et al. (2014) explored faculty satisfaction with digital information resources and services. The authors used a survey questionnaire for collecting data from 114 participants. The findings of the study showed that the participants were satisfied with the authenticity of the information, file formats, interfaces, and the speed of file downloads. However, they expressed dissatisfaction with the support of library staff. Zha et al. (2014) assessed the perceptions of users toward the quality of information, system, service, and importance of digital library. The findings of the study indicated that the quality of information, system, service predict the importance of digital library. Similar results are reported in a study conducted by Samadi and Masrek (2015), Masrek and Gaskin (2016).

Pathan et al. (2017) proposed a framework for assessing digital library acceptance. The framework is based on perceived usefulness, perceived ease of use, material availability, perceived needs, relevance, complexity, and accessibility. In an empirical study, Wan Mohd Isa and Abdullah (2017) reported a significant difference between male and female in digital library usability, usefulness, adequacy of information, accessibility, and interactions. Recently, Moorthy et al. (2019) investigated factors affecting behavioural intention to use the digital library. Findings of the study showed that performance expectancy, social influence, facilitation conditions, hedonic motivation, habit, and information quality are positively related to behavioural intention in using the digital library. Similarly, a research study conducted by Dubey et al. (2020) suggested a relationship between the use and usefulness of digital library resources, between satisfaction and availability of digital contents, between satisfaction and ease of access to the digital library.

The review of the literature has discussed studies related to the Islamic library, law library, and digital library. As presented in this section, previous studies have investigated users' perceptions toward these libraries. The current study is an attempt to investigate the perceptions of faculty members and students toward Islamic and law collections of AAU library, with special attention to digital library information resources and services. Findings of the study may be useful in understanding faculty and students perceptions toward Islamic and law collections of AAU library, and more importantly digital information resources and services.

Research questions and hypotheses

The main purpose of this study is to investigate the perceptions of faculty members and students toward Islamic and law information resources and services. The paper explores respondents'

attitude toward library buildings and facilities, availability of references, provision of reference services, and digital information resources and services. The findings of the study should provide answers to the following research questions:

- RQ1. How do faculty and students perceive access to library buildings and facilities?
- RQ2. How do faculty and students perceive the availability of Islamic and law references in the library?
- RQ3. How do faculty and students perceive Islamic and law reference services in the library?
- RQ4. How do faculty and students perceive the provision of Islamic and law digital information resources and services?

Based on the previous studies that reported differences in perception toward the quality of digital library (Zha et al., 2014), gender differences in using digital library services (Wan Mohd Isa and Abdullah, 2017), and differences in perceptions toward service quality in libraries (Asnawi and Setyaningsih, 2020), we proposed and tested the following eight research hypotheses:

- H1. There is a significant difference between faculty and students in perception toward library buildings and facilities.
- H2. There is a significant difference between male and female participants in perception towards library building and facilities.
- H3. There is a significant difference between faculty and students in perception towards the availability of Islamic and law references in the library.
- H4. There is a significant difference between male and female participants in the perception of the availability of Islamic and law references in the library.
- H5. There is a significant difference between faculty and students in perception toward the provisions of Islamic and law reference services in the library.
- H6. There is a significant difference between male and female participants in perception toward the provision of Islamic and law reference services in the library.
- H7. There is a significant difference between faculty and students in perception toward the provisions of Islamic and law digital information resources and services.
- H8. There is a significant difference between male and female participants in perception toward the provision of Islamic and law digital information resources and services.

Research Method

The population of the study is AAU faculty members and students at the College of Law. The college has approximately six hundred registered students and twenty full-time faculty members. Accordingly, no sampling technique is used to select the participants. Instead, the researchers invited all the students and faculty members to participate in the survey questionnaire. The researchers used Google Forms to design the questionnaire in Arabic language and send it to the participants through emails in November 2020. Three reminders were sent to the participants to

increase the number of participation. As presented in Table 1, of the 94 participants, 76 are students and 18 are faculty members. Likewise, 67 are females and 27 are males.

The survey questionnaire collected data about the respondents' demographic characteristics, perception toward library buildings and facilities, perception toward the availability of Islamic and law references, perception toward the provision of Islamic and law reference services, and perception toward digital library information resources and services. The collected data were translated from Arabic to English, coded and analyzed through Microsoft Excel and the Statistical Package for the Social Sciences (SPSS). The independent sample t-test is used for testing the hypotheses and to identify the differences between faculty members and students, male and female participants.

Table 1: The study participants

Category	Gender		Total
	Female	Male	
Student	60	16	76
Faculty	7	11	18
Total :	67	27	94

Findings

Perception toward Library building and facilities

This section reports the perception of participants toward library buildings. As illustrated in Table 2, the findings of the study indicate that the participants believe that the library has an adequate location (n = 40, 42.54%), has an appropriate and relevant place for studying and group discussion (n = 44, 46.80%), has good lightening (n = 47, 49.99%), has adequate and sufficient facilities and furniture (n = 46, 48.93%). Besides, the participants agree that the library has a good environment and relevant hygiene (n = 47, 49.99%), has adequate shelving for books (n= 49, 52.12%), and has a dedicated section for Islamic and law collections (n = 46. 48.92%). On the other hand, 15 to 25% of participants expressed negative perceptions toward library buildings and facilities, while 22 to 33% could not determine their positive or negative perception toward library building and facilities. With the exclusion of undecided responses, these findings indicate that the majority of participants have positive perceptions toward library building and facilities.

For the differences among participants, we performed the t-tests on the following hypotheses:

- H1. There is a significant difference between faculty and students in perception toward library buildings and facilities.
- H2. There is a significant difference between male and female participants in perception toward library building and facilities.

As illustrated in Table 3, the mean scores for students (Mean = 19.3553, Standard Deviation = 7.07593) and faculty (Mean = 13.4097, Standard Deviation = 6.73593) indicate differences in perception toward library building and facilities. The t-test analysis shows that the difference between students and faculty is significant (t value = -3.234, p-value = 0.002). The results support the stated hypothesis (H1) and suggest a relationship between being a student or faculty and the perceived availability of Islamic and law references in the library.

On the other hand, the mean score of female participants (Mean =18.5354, Standard Deviation = 6.96048) and male participants (Mean =17.4259, Standard Deviation = 8.36583) indicate differences between these groups. However, the t-test analysis reveals no significant difference between female and male participants in perception toward library building and facilities (t value = -0.659, p-value = 0.511). The result rejects the stated hypothesis (H2) and suggests no relationship between gender and perception toward library building and facilities.

Table 2: Perception toward Library buildings and facilities

Statement	SD (%)	D (%)	U (%)	A (%)	SA (%)
Inadequate library locations and access to library buildings	18 (19.14)	22(23.40)	33(35.10)	14(14.89)	7(7.44)
Inappropriate place for studying and group discussion inside the library	27(28.72)	17(18.08)	27(28.72)	15(15.95)	8(8.51)
Poor lighting inside the library	27(28.72)	20(21.27)	23(24.46)	16(17.07)	8(8.51)
Inadequate and Insufficient facilities and furniture in the library	24(25.53)	22(23.40)	26(27.65)	14(14.89)	8(8.51)
Lack of hygiene inside library	33(35.10)	14(14.89)	23(24.46)	18(19.14)	6(6.38)
Inappropriate shelving of the books	35(37.23)	14(14.89)	22(23.40)	17(17.08)	6(6.38)
Lack of a dedicated section for Islamic and law collections	20(21.27)	26(27.65)	32(34.04)	15(15.95)	1(1.06)

Note: Total participants = 94, SD = Strongly Disagree, D= Disagree, U=Undecided, A=Agree, SA=Strongly Agree.

Table 3: Differences in perception toward library buildings and facilities

Participant	Number	Mean	Standard Deviation	t-Value	P-Value
Students	76	19.3553	7.07593	-3.234	0.002*
Faculty	18	13.4097	6.73593		
Females	67	18.5354	6.96048	-0.659	0.511
Males	27	17.4259	8.36583		

* Significant at 0.05 (2-tailed)

Perception toward the availability of references

The survey questionnaire asked the participants to express their perceptions toward the availability of Islamic and law references in the library. As illustrated in Table 4, the findings of the study indicate that the participants believe that the library has balanced and diverse Islamic and law collections (n = 49, 52.12%), up-to-date collections (n = 51, 54.250%), and sufficient collections for Islamic studies and law (n = 41, 43.61%). Meanwhile, 17 to 18% of the participants indicated negative perceptions toward Islamic and law collections in the library, and at least 28% of the participants were unable to express positive or negative perception on this issue. These results suggest that the majority of participants have positive perceptions toward the availability of Islamic and law references in the library.

To explore the differences in perception among the respondents, we performed the t-tests on the following hypotheses:

- H3. There is a significant difference between faculty and students in perception towards the availability of Islamic and law references in the library.
- H4. There is a significant difference between male and female participants in the perception of the availability of Islamic and law references in the library.

As illustrated in Table 5, the mean scores for students (Mean = 27.2774, Standard Deviation = 10.14515) and faculty (Mean = 26.0880, Standard Deviation = 9.21128) indicate differences in perception toward the availability of Islamic and law references. However, the t-test analysis shows that the mean difference between students and faculty is not significant (t value = -0.455, p-value = 0.650). The findings reject the stated hypothesis (H3). On the other hand, the mean scores of female participants (Mean =26.6107, Standard Deviation = 9.68659) and male participants (Mean =28.1389, Standard Deviation = 10.64205) indicate differences between these groups. However, the t-test analysis reveals no significant difference between female and male participants in perception toward the availability of Islamic and law references in the library (t value = 0.673, p-value = 0.503). The results reject the stated hypothesis (H4).

Table 4: Perception toward the availability of references

Statement	SD (%)	D (%)	U (%)	A (%)	SA (%)
Lack of balance and diversity in Islamic and law collections	19(20.21)	30(31.91)	29(30.85)	15(15.95)	1(1.06)
Lack of up-to-date of Islamic and law collections	29(30.85)	22(23.40)	27(28.72)	16(17.02)	0(0.0)
Lack of sufficient of Islamic and law references	21(22.34)	20(21.27)	36(38.29)	15(15.95)	2(2.12)

Note: Total participants = 94, SD = Strongly Disagree, D= Disagree, U=Undecided, A=Agree, SA=Strongly Agree.

Table 5: Differences in perception toward reference availability

Participant	Number	Mean	Standard Deviation	t-Value	P-Value
Student	76	27.2774	10.14515	-0.455	0.650
Faculty	18	26.0880	9.21128		
Female	67	26.6107	9.68659	0.673	0.503
Male	27	28.1389	10.64205		

* Significant at 0.05 (2-tailed)

Perception toward reference services

The study participants were asked in the questionnaire to indicate their perceptions toward reference services in the library. As presented in Table 6, the findings of the study showed that the participants agree that the library has adequate management and organization of Islamic and law collections (n = 57, 60.63%), appropriate loan policies for collections (n = 53, 56.38%), and equipped with sufficient specialized library staff in Islamic studies and law reference services (n = 52, 55.31%). Similarly, the participants believe that the library provides sufficient awareness (n = 54, 57.44%) and training (n = 49, 52.12%) about Islamic and law resources and services. On the other hand, less than 20% of the participants indicated negative perceptions toward reference services, while less than 30% of the participants could not determine their agreement or disagreement on the listed statements. These results prove that the majority of participants have positive perceptions toward the reference services in the library.

The differences among the respondents were analyzed using the t-tests in respect to the following hypotheses:

- H5. There is a significant difference between faculty and students in perception toward the provisions of Islamic and law reference services in the library.
- H6. There is a significant difference between male and female participants in perception toward the provision of Islamic and law reference services in the library.

As presented in Table 7, the mean scores for the students (Mean = 14.8759, Standard Deviation = 5.99239) and the faculty (Mean = 10.8095, Standard Deviation = 4.92489) indicate differences in perception toward library reference services. Moreover, the t-test analysis revealed that the difference between students and faculty is significant (t value = -2.670, p-value = 0.009). The results support the stated hypothesis (H5).

On the other hand, although the mean score of female participants (Mean =14.2473, Standard Deviation = 5.92321) and male participants (Mean =13.7249, Standard Deviation = 6.27971) indicate gender differences, the t-test analysis reveals that these differences are not statistically significant (t value = -0.380, p-value = 0.705). The findings reject the stated hypothesis (H6).

Table 6: Perception toward reference services

Statement	SD (%)	D (%)	U (%)	A (%)	SA (%)
Inadequate management and organization of Islamic and law collections	32(34.04)	25(26.59)	24(25.53)	11(11.70)	2(2.12)
Inappropriate loan policies for collections	29(30.85)	24(25.53)	28(29.78)	13(13.82)	0(0.0)
Lack of library staff specialized in Islamic and law reference services	29(30.85)	23(24.46)	25(26.59)	13(13.82)	4(4.25)
Lack of awareness about library reference services for faculty and students of Islamic studies and law sciences	29(30.85)	25(26.59)	25(26.59)	13(13.82)	2(2.12)
Insufficient training about library resources and services for Islamic studies and law sciences	30(31.91)	19(20.21)	25(26.59)	18(19.14)	2(2.12)

Note: Total participants = 94, SD = Strongly Disagree, D= Disagree, U=Undecided, A=Agree, SA=Strongly Agree.

Table 7: Differences in perception toward reference services

Participant	Number	Mean	Standard Deviation	t-Value	P-Value
Student	76	14.8759	5.99239	-2.670	0.009*
Faculty	18	10.8095	4.92489		
Female	67	14.2473	5.92321	-0.380	0.705
Male	27	13.7249	6.27971		

* Significant at 0.05 (2-tailed)

Perception toward digital information resources and services

The survey instrument asked the respondents to indicate their perceptions toward Islamic and law digital information resources and services. As illustrated in Table 8, the findings of the study indicate that the participants believe that the library is equipped with important Islamic and law digital information resources and services (n= 45, 47.86%), provide sufficient training and guidance on the use of Islamic and law digital information resources and services (n= 42, 44.670%). Similarly, the participants agreed that the library provides necessary support to the users in accessing and using Islamic and law digital information resources and services (n= 56, 59.57%), and is equipped with sufficient Islamic and law digital audio-visual information resources and services (n= 40, 42.55%). Meanwhile, at least 14% of the participants indicated negative perceptions toward the provision of digital information resources and services, and at least 24% of the participants were unable to express their perceptions on this issue. These results suggest that the majority of participants have positive perceptions toward the provision of Islamic and law digital information resources and services.

Also, we explored the differences in perception among the respondents using t-tests on the following hypotheses:

- H7. There is a significant difference between faculty and students in perception toward the provisions of Islamic and law digital information resources and services.
- H8. There is a significant difference between male and female participants in perception toward the provision of Islamic and law digital information resources and services.

As illustrated in Table 9, the mean scores for students (Mean = 11.4289, Standard Deviation = 4.15894) and faculty (Mean = 9.2889, Standard Deviation = 5.02428) indicate differences in perception toward the provision of Islamic and law digital information resources and services. However, the t-test analysis shows that the mean difference between students and faculty is not significant (t value = -1.885, p-value = 0.063). The findings reject the stated hypothesis (H7) and suggest no relationship between being a student or faculty and perception toward Islamic and law digital information resources and services.

On the other hand, the mean scores of female participants (Mean= 11.1194, Standard Deviation = 4.30617) and male participants (Mean= 10.7704, Standard Deviation= 4.66928) indicate differences between the two groups. Nevertheless, the t-test analysis reveals statistically no significant difference between female and male participants in perception toward the provision of Islamic and law digital information resources and services (t value = -0.347, p-value = 0.729). The results reject the stated hypothesis (H8) and suggest no relationship between gender and perception toward Islamic and law digital information resources and services.

Table 8: Perception toward digital resources

Statement	SD (%)	D (%)	U (%)	A (%)	SA (%)
Lack of important Islamic and law digital information resources and services	19(20.21)	26(27.65)	23(24.46)	21(22.34)	5(5.31)
Lack of training and sufficient guidance on the use of Islamic and law digital information resources ad services	26(27.65)	16(17.02)	28(29.78)	18(19.14)	6(6.38)
Lack of users' support in accessing or using Islamic and law digital information resources and services	35(37.23)	21(22.34)	24(25.53)	10(10.63)	4(4.25)
Lack of sufficient Islamic and law digital audio-visual information resources and services	24(25.53)	16(17.02)	30(31.91)	19(20.21)	5(5.31)

Note: Total participants = 94, SD = Strongly Disagree, D= Disagree, U=Undecided, A=Agree, SA=Strongly Agree.

Table 9: Differences in perception toward digital resources

Participant	Number	Mean	Standard Deviation	t-Value	P-Value
Student	76	11.4289	4.15894	-1.885	0.063
Faculty	18	9.2889	5.02428		
Female	67	11.1194	4.30617	-0.347	0.729
Male	27	10.7704	4.66928		

* Significant at 0.05 (2-tailed)

Discussion

The current study investigates the perceptions of faculty members and students toward Islamic and law information resources and services. The paper explores respondents' attitude toward library buildings and facilities, availability of references, provision of reference services, and digital information resources and services. In response to the first research question, the findings of the study indicate that the participants have positive perceptions toward library building and facilities. In line with the previous studies (Zha et al., 2014; Asnawi and Setyaningsih, 2020), the analysis of testing the first hypothesis reveals a significant difference in perception between students and faculty members and suggest the impact of respondent status on perception toward library buildings and facilities.

Moreover, the mean scores indicate a positive perception from faculty members than the students. Maybe because, since the outbreak of COVID-19, faculty members use physically library buildings and facilities but not the students. Although this decision was necessary to prevent the spread of Coronavirus, however, could have a negative effect on students' perception toward library buildings and facilities (Ifijeh and Yusuf, 2020). Interestingly, the results of testing the second hypothesis show no significant difference between male and female respondents. This suggests that gender has no impact on perception toward library buildings and facilities.

In response to the second research question, the findings of the stud show that the participants have positive perceptions toward the availability of Islamic and law references in the library. Although the mean scores indicate that male and faculty members are more positive in perception toward Islamic and law references than female and students respondent, the results of testing the third and fourth hypotheses indicate that the differences are not significant. The findings support the previous study conducted by Khan et al. (2014), and more importantly reflect AAU library efforts in providing balanced and equal references in male and female libraries, equal opportunities and privileges given to faculty members and students, male and female patrons to use and access Islamic and law library references.

In response to the third research question, the results of the study show that the participants have positive perceptions toward Islamic and law reference services in the library. However, faculty members expressed a better positive perception than the students did. In fact, the findings of t-test analysis support the stated hypothesis (H5) by indicating a statistically

significant difference between students and faculty members. This suggests a relationship between being a student or faculty and the perceived provision of Islamic and law reference services. The difference between the students and faculty members could be related to the nature of use for reference services. This is because; faculty members use reference services at the highest level (Samadi and Masrek, 2015) than the students do particularly in teaching and research activities. On the other, statistically, no significant difference found between male and female respondents in perception toward reference services. The results reject the stated hypothesis (H6) and suggest no gender impact on the perceived library reference services.

For the fourth and last research question, the findings of the study reveal that the participants have positive perceptions toward the provision of Islamic and law digital information resources and services. Besides, the results of testing the hypotheses (H7 and H8) indicate statistically no significant difference between male and female respondents, between faculty members and students in perception toward digital library information resources and services. The findings support similar results reported by Sadmohammadi and Sarmadi (2015) and suggest that the gender and status of respondents are not related to the perceived Islamic and law digital information resources and services.

Conclusion

The study respondents, particularly males and faculty members, expressed positive perceptions toward library buildings and facilities, availability of references, provision of reference services, and digital information resources and services. These satisfactions indicate the provision of quality information resources and services to the students and faculty members. It also indicates that, despite the COVID-19 pandemic and suspension of students' visit to the library, the library continues to satisfy the information needs of students and faculty members through digital resources and services, and also information delivery services. The findings of the study provided answers to the four research questions and statistically supported two of the eight hypotheses (see Table 10) suggesting the impact of respondents' status on the perceived library buildings and facilities, and reference services. Interestingly, gender analysis suggested no relationship with the perceived library buildings and facilities, references, reference services, and digital resources and services.

This is a case study and the findings may not be generalized. Future studies may include more participants and more data. The study is based on data collected using a questionnaire. Future researchers may use different data collection methods such as interviews and content analysis to assess and evaluate Islamic and law library resources and services. Likewise, it will be interesting to investigate how users of different libraries perceive Islamic and law information resources and services.

Table 10: Results of Tested hypotheses

Code	Hypothesis	p-value	Status	Result
H1.	There is a significant difference between faculty and students in perception toward library buildings and facilities.	0.002	Significant	Supported
H2.	There is a significant difference between male and female participants in perception towards library building and facilities.	0.511	Not significant	Not supported
H3.	There is a significant difference between faculty and students in perception towards the availability of Islamic and law references in the library.	0.650	Not significant	Not supported
H4.	There is a significant difference between male and female participants in the perception of the availability of Islamic and law references in the library.	0.503	Not significant	Not supported
H5.	There is a significant difference between faculty and students in perception toward the provisions of Islamic and law reference services in the library.	0.009	Significant	Supported
H6.	There is a significant difference between male and female participants in perception toward the provision of Islamic and law reference services in the library.	0.705	Not significant	Not supported
H7.	There is a significant difference between faculty and students in perception toward the provisions of Islamic and law digital information resources and services.	0.063	Not significant	Not supported
H8.	There is a significant difference between male and female participants in perception toward the provision of Islamic and law digital information resources and services.	0.729	Not significant	Not supported

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